COMPLETE COURSE

IN

ENGLISH GRAMMAR & COMPOSITION.

(For the Matriculations, S. L. C. and H. S. Examinations of Indian Universities).

BY

Miss E. M. AMERY, B. A., L. C. P. (LONDON)

AND

B. J. VASWANI, M. A.

SIXTH EDITION

Price Re. 1/12/-

THE POPULAR PUBLISHING Co.
Surya Mahal,
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R.S.B.

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PREFACE

The nature of questions set in English at the Matriculation, S. L. C. and High School Examinations in India has undergone considerable change, of late years. While formerly we used to have questions on definitions of grammatical terms and technicalities, now emphasis is laid on practical applications of Grammar *i.e.*, on the right use of words, the correct construction of sentences, and the actual practice in the general writing of English in all the forms in which we have to use it in daily life.

This manual is compiled with a view to meet **the new requirements.** Of Grammar only as much has been given as would directly help in laying a foundation for Composition work. Elementary knowledge, such as is acquired by all students in the Middle Schools, has been assumed. The first part deals with these preliminary foundations. The second part continues this work but on definite composition lines—words, sentences and so on. In the third part tne forms of writing which every one will have to use in actual daily life have been given. In all this work, an attempt has been made to lead students easily, **step by step,** to higher forms, by means of graded lessons and exercises divided into stages in an ascending order of difficulty, usually concluding with the University questions. There are, in all, about 2,000 exercises embracing the whole range of Grammar and Composition work required for the Examinations. These form a **two years' course,** and would prevent the waste of time which ensues when the teacher is obliged to hunt for exercises and dictate them to the boys. To make the **co-ordination of work between the teacher and the taught** still more fruitful, and to enable candidates to prepare themselves thoroughly for the Examinations, many University questions, and about half of the other exercises have been answered to form part of the manual. The intention is that while some work may be done by the students in the class and then rectified by the teacher, the other part could be assigned to

students as **home-work** which they may, in the first instance, do by themselves, and which afterwards they may rectify with the aid of the answers supplied. And the method of presentation adopted throughout the book is sufficiently easy for the average candidate to follow. The teacher's effort in the class room can, thus, be supplemented by the intelligent interest and private study of his pupils.

Though the book is a complete course in both Grammar and Composition for two years and covers nearly 500 pages and contains answers of about 1000 questions including some University Papers, it has been priced so low that every student would find it within his reach.

We hope teachers as well students will extend their patronage to this manual and encourage us to produce more of such exhaustive yet cheap manuals.

B. J. Vaswani.

The book can be had of :—

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Raziya Sultana Begum.

Class IX

Section I—Essentials of Grammar.

In this section, all those rules of Grammar which must be the basis of Composition are dealt with in a brief and simple form. Exercises, plentifully provided, are framed to impress the rules practically on the minds of learners. Elementary knowledge of Grammar, such as is required in the Middle Department of Secondary Schools, has been assumed.

I

ACCIDENCE

THE NOUN

1. **Proper nouns used as common nouns.** If a proper noun is used as the name of a whole class of things which are similar to the particular thing for which it usually stands, then it ceases to be a proper noun. It is a common noun in that case, *e. g.*,–

(*a*) There are several *Bombays* in America.
(*b*) Your *Akbars* and *Asokas* are a credit to the world.
(*c*) Some mute inglorious *Milton* here may rest,
Some *Cromwell* guiltless of his country's blood.

2. There are some **nouns which have the same form in the plural as in the singular,** *e. g.*, deer, sheep, grouse, and fish. (We use "fishes" only when different kinds of fish are meant.)

3. **Plural of foreign words.** There are many foreign words in the English language. The plural of some of these is formed according to the rules of the languages from which they have been borrowed, *e. g.*–

(*a*) *Greek*—

axis	axes
basis	bases
crisis	crises
phenomenon	phenomena

(*b*) *Latin*—

erratum	errata
genus	genera
nebula	nebulæ
radius	radii

index	indices, indexes
fungus	fungi, funguses
addendum	addenda
stratum	strata

(*c*) *French*—

madame	mesdames
beau	beaux
portmanteau	portmanteaux

(*d*) *Italian*—

bandit	banditti, bandits
virtuoso	virtuosi
dilettante	dilettanti

(*e*) *Hebrew*—

cherub	cherubim, cherubs
seraph	seraphim, seraphs

4. There are some **nouns which have two plural forms** with different meanings.

Sing.	*Plural.*
brother	brothers—sons of the same parents. brethren—members of the same society.
cloth	cloths—different kinds of pieces of cloth. clothes—articles of dress.
die	dies—stamps for coining. dice—cubes used in games.
genius	geniuses—men of extraordinary ability. genii—spirits.
index	indexes—tables of contents. indices—signs used in algebra.
penny	pennies—a number coins. pence—a sum of money.
staff	staffs—establishments of officers. staves—sticks.

5. There are **some nouns which are not used in the plural.** These nouns do not admit of the idea of plurality. Such are—

(*a*) Abstract nouns:—patience, wisdom, etc.

(*b*) Material nouns:—gold, amber, porcelain.

(*c*) Some collective nouns:—mankind.

6. There are **some nouns which are always plural in form and are not used in the singular,** *e. g.*

(*a*) names of garments or instruments made in parts:—trousers, scissors, shears, snuffers, pincers.

(*b*) names of games played with several pieces:—billiards, draughts.

(*c*) names of diseases that show themselves by several symptoms:—measles, rickets, mumps, small-pox (lit. pocks or small holes).

(*d*) a few miscellaneous words:—ethics, mathematics, thanks, victuals.

N. B.—"Summons", "innings" and "amends" though ending in 's' are singular; 'innings' has the same form for the plural; 'news' is always singular in modern usage.

7. There are **nouns which in their plural form differ in meaning from their singular forms,** *e. g.*—

Advice—counsel	Advices—information
Air—atmosphere	Airs—affectation
Force—strength	Forces—army
Good—benefit	Goods—things
Iron—a metal	Irons—chains
Sand—fine particles of rock	Sands—accumulation of sand on the sea shore

8. **Plural of compound nouns.** (*a*) Some compound nouns form their plurals by taking 's' at the end of the whole word where the first noun has virtually become an

adjective, *e. g., assistant-masters, lord-chancellors.* (*b*) There are other nouns which take 's' in the first words where the latter parts do not admit of a plural, *e.g., brothers-in-law, men-of-war,* and *knights-errant.* (*c*) Some compound nouns take 's' in both the words for plural, *e.g., women-servants, knights-templars, men-servants,* (*d*) The plural of such expressions as *Miss Brown* is formed in either of the two ways—*Miss Browns* or the *Misses Brown.* The first of these forms is more in use because of the ambiguity in sound of Misses and Mrs.

9. **Masculine and Feminine.** (*a*) The feminine gender of some nouns is expressed by the use of suffixes, *e.g., poet, poetess; hero, heroine; traitor, traitress; abbot, abbess; don, donna,* and so on. (*b*) In the case of other nouns the feminine form is quite a different word, *e.g., bachelor, spinster; gander, goose; stag, hind.* The following masculine and feminine forms should be carefully noted:—

Gentleman	lady	Boar	sow
Lad	lass (lad-ess)	Bullock } Steer }	heifer
Uncle	aunt	Colt	filly
Monk	nun	Gander	goose
Duke	duchess (softened k)	Drone	bee
Czar	czarina	Hart	roe
Nephew	niece	Ram	ewe
Sir	madam	Sloven	slut
Earl	countess	Wizard	witch
Bachelor	spinster	Governor	governess
Bull	cow	Murderer	murderess
Drake	duck	Beau	belle
Hero	heroine	Dog	bitch
Mr.	Mrs.	Fox	vixen
Marquis	marchioness	Testator	testatrix

10. **Possessive case.** (*a*) The possessive case of nouns is generally formed by adding 's, *e.g., man's, children's.* (*b*) In the case of nouns ending in s, only the apostrophe is added *e.g., horses', boys'.* (*c*) When a noun ends in a sound like s, only the apostrophe is added, *e.g., conscience' sake, kindness' sake.*

THE ADJECTIVE

11. **Comparative and superlative degrees.** *(a)* As a general rule, the comparative is formed by adding *er*, and the superlative by adding *est* to the positive. *(b)* Where the word ends in *e*, only *r* and *st* are added, *e.g.*, *free*, *freer*, *freest; fine*, *finer*, *finest*. *(c)* Where the word ends in *y* preceded by a consonant, the *y* is changed into *i*, and *er* or *est* added. But if the *y* is preceded by a vowel, the general rule is followed, *e,g.*, *gay*, *gayer*, *gayest*. *(d)* In the case of adjectives of one syllable ending in a consonant with a short vowel before it, the comparative and superlative are formed by repeating the consonant and then adding the signs *er* and *est*, *e.g.*, *big*, *bigger*, *biggest*.

12. Use of **more and most.** In the case of some words of two syllables and nearly all words of three or more syllables, the comparative and superlative degrees are expressed by "more" and "most", *e.g.*, *more hopeful*, *most unhappy*, *more wonderful*.

13. **Irregular comparison.** There are some adjectives which do not follow the above rules. Their comparative and superlative forms are entirely irregular. The following is the list of these:—

bad	worse	worst
good	better	best
far	farther	farthest
	further	furthest
fore (*prep.*)	former	foremost, first
in (*prep.*)	inner	inmost, innermost
much	more	most
little	less	least
old	older, elder	oldest, eldest
nigh, near	nigher, nearer	nighest, nearest, next
late	later, latter	latest, last
out	outer, utter	outmost, outermost utmost, uttermost
up	upper	upmost, uppermost

14. **Latin comparatives.** There are a few adjectives, derived from the Latin language, which take in the comparative form *ior* as the sign of comparative degree, *e. g.*, *inferior*, *superior*, *prior*, *senior*. These comparatives are generally followed by *to* instead of *than*, *e. g.*,—He is *superior to* him; my claim is *prior to* yours.

15. **Adjectives used as nouns.** (*a*) Adjectives are sometimes used as abstract nouns to express a quality *e. g.*—The *sublime* and the *beautiful* in literature. (*b*) They are sometimes used as common nouns in the plural *e. g.*,—*The wise* among you are your elders. Only *the brave* deserve *the fair*. Into the valley of death rode *the six hundred*. (*c*) Some adjectives are used as common or proper nouns when the ordinary sign of plural is added to them, *e. g.*—*Americans*, *whites*, *blacks*, *the ancients*.

16. **Nouns used as adjectives.** Any noun can be used as an adjective before another noun without change in its form, *e. g.*,—a *gold* ring; *Bombay* bazaars; *fruit* gardens.

THE VERB

17. **Scheme of tenses.**

Present.—	Simple	*I do*
	Continuous	*I am doing*
	Perfect	*I have done*
	Perfect continuous	*I have been doing*
Past.—	Simple	*I did*
	Continuous	*I was doing*
	Perfect	*I had done*
	Perfect continuous	*I had been doing*
Future.—	Simple	*I shall do*
	Continuous	*I shall be doing*
	Perfect	*I shall have done*
	Perfect continuous	*I shall have been doing*

18. **Weak and strong verbs.**—Most verbs in English form their past tense and past participle by the addition of *ed*, *d* or *t* *e. g.*, *jump*, *jumped*; *love*, *loved*; *burn*, *burnt*.

These are called weak verbs. But there are some others which form their past tense and past participle not by addition of *ed*, *d* or *t*, but by change of vowel, *e. g.,–fight, fought; blow, blew; cling, clung; know, knew*. These are called strong verbs. The following is a list of important strong verbs:—

abide	abode	abode
arise	arose	arisen
awake	awoke	awoke
bear	bore	borne, born
bid	bade, bid	bidden, bid
cleave	clove	clove, cleft
fly	flew	flown
forsake	forsook	forsaken
freeze	froze	frozen
grind	ground	ground
wind	wound	wound
lie	lay	lain
seethe	sod, seethed	sodden, seethed
slay	slew	slain

19. **Some weak verbs which look like strong verbs:**

beseech	besought
bring	brought
buy	bought
seek	sought
work	wrought, worked

Note that they all add 't,' although they change their vowel.

20. **Auxiliary verbs.**—The auxiliary verbs are:– *Be*, *have*, *will*, *may* and *do*. The conjugation of these verbs is not according to fixed laws.

Present tense.	*Past tense.*
Is (*pl.* are)	Was (*pl.* were)
Have	Had
Shall	Should
Will	Would
May	Might
Do	Did

21. The following verbs are defective (*i. e.*, lacking in some parts):—

Must, can, ought.

THE ADVERB

22. **Formation of adverbs**—*(a)* Some adverbs are formed from adjectives by adding *ly*, as, quick, quickly; happy, happily; noble, nobly. *(b)* Some adverbs have the same form as the adjective, *e. g.*—He went *fast*. *(c)* Some adverbs are derived from the roots of the pronouns he, who and the, *e. g.*—

he	*here,*	*hither,*	*hence*	
who	*where,*	*whither,*	*when,*	*whence*
the	*there,*	*thither,*	*then,*	*thence*

(d) Some adverbs are formed from nouns and adjectives by addition of—*ling,—long—wards,—ways, wise, e. g.—darkling, sidelong, eastwards, sideways, otherwise.*

(e) There are some adverbs which have been formed from nouns by prefixes *a—*, *be—*, *to—*, *e. g. aside besides, to-day.*

23. **Comparison of adverbs.** *(a)* Some adverbs are inflected for comparison by the addition of *er* and *est*, some by the use of *more* and *most*, *e. g.*, *fast*, *faster*, *fastest*; *more honestly*, *most honestly*. *(b)* Some adverbs are irregularly inflected, *e.g.*—

much	more	most
far	farther	farthest
forth	further	furthest
rathe	rather	
(obsolete adjective)		

24. **Adverbs used as adjectives.** Some adverbs are used as adjectives, *e. g.*—The *then* king; the *down* train; in *after* years; the *above* passage; the *outside* guests; the *late* (*dead*) Raja.

THE PREPOSITION

25. **Kinds of Prepositions.** Prepositions are of various kinds.

(1) Simple:— *in, at, by, off, to, up, with.*
(2) Compound:—*into, amid, inside, without, within.*
(3) Phrase-Prepositions:—*out of, owing to, on account of, in spite of.*
(4) Double Prepositions:—*out of, outside of, from under, from behind.*
(5) Participial Prepositions:—*concerning, notwithstanding, touching, pending.*

THE CONJUNCTION

26. **Co-ordinative Conjunctions.** These are conjunctions which connect words, phrases or sentences which are independent of each other, *e. g.*—"The weather improved *and* we went out." The following is the list of such conjuctions:—

and, both......and, but, still, either......or, neither......nor, therefore.

27. **Subordinate Conjunctions.** These are conjunctions which join a dependent sentence to the principal sentence, *e. g.*,—The weather improved *as* the year advanced. The following is the list of some such conjunctions:—

after, when, before, since, directly, whence, where, in order that, because, as, than, although, supposing, unless, if, provided that, still, yet, so, for, then.

THE INTERJECTION

28. **Interjectional phrases.** Many phrases and expressions are used as exclamations, e. g.—

Great heavens ! O ! dear me ! for shame ! plague on it ! ah me ! alas !

II

PARSING

In parsing a word, the first object of the student is to find out what part of speech it is. Sometimes the same word is conjunction, adverb and preposition according as it is used in different sentences. The form of the word is not a sure help in such cases. The student should find out the *sense* in which the word is used. In other words, he should find out what *work* it does in the sentence. The following are a few examples of the same words used as different parts of speech in different sentences:—

Adverb	*Preposition*	*Conjuction*
He has left *since*.	He has left *since* noon.	He has left *since* you came.
I went *before*.	I went *before* him.	I went *before* he came.
I keep *but* one servant.	I found no one *but* him.	He ate *but* I did not.
He was sought *for*.	We sought *for* him.	He has done it *for* all say so.
We went *after*.	We went *after* him.	We went *after* he had dined.

Students should be careful about such words and others which are different parts of speech according to different uses. After the part of speech has been determined, the word should be parsed according to the following scheme:—

1. **In parsing a noun,** state (1) the kind of noun, (2) gender, (3) number, (4) case, and (5) reason for the case.

EXAMPLES

Akbar's troops marched on *Rajputana* and subdued the brave *inhabitants* of that *country*.

In the Antarctic *Ocean*, snow lies deep in all *places*, and *winds* blow in all their *severity*.

Akbar's: Noun proper, masculine gender, singular number, possessive case, qualifying "troops."

Troops: Noun common, common gender, plural number, nominative case, subject of "marched."

Rajputana: Noun proper, neuter gender, singular number, objective case, governed by the preposition "on."

Inhabitants: Noun common, common gender, plural number, objective case, governed by "subdued."

Country: Noun common, neuter gender, singular number, objective case, governed by "of."

Ocean: Noun common, neuter gender, singular number, objective case, governed by "in."

Snow: Noun material, neuter gender, singular number, nominative case, subject of the verb "lies."

Places: Noun common, neuter gender, plural number, objective case, governed by "in."

Severity: Noun abstract, neuter gender, singular number, objective case, governed by "in."

2. **In parsing a pronoun,** state (1) kind of pronoun, (2) person, (3) number, (4) gender, (5) case, (6) reason for case. (In the case of relative pronouns, the antecedent must be named before the case.)

EXAMPLES

I shall beat *you*. *He* is clever. *Who* will go with us? *Whose* book is this? *We* love *our* parents. *It* belongs to the boy *whom* you *saw*. They *themselves* know *what* they have. He hurt *himself*.

I: Pronoun, personal, first person, singular, common to both genders, nominative case, subject of "shall beat."

You : Pronoun, personal, second person, singular or plural, common to both genders, objective case, governed by 'shall beat.'

He : Pronoun, personal, third person, singular, masculine gender, nominative case, subject of "is."

Who : Pronoun, interrogative, third person, singular or plural, common to both genders, nominative case, subject of "will go."

Us : Pronoun, personal, first person, plural, common to both genders, objective case, governed by "with."

Whose : Pronoun, interrogative, third person, singular, common to both genders, possessive case, qualifying "book."

We : Pronoun, personal, first person, plural, common to both genders, nominative case, subject of "love."

Our : Pronoun, personal, first person, plural, common to both genders, possessive case; qualifying "parents."

It : Pronoun, personal, third person, singular, neuter gender, nominative case, subject of the verb "is."

Whom : Pronoun, relative, third person, singular, masculine gender, agreeing with its antecedent "boy," objective case, governed by the preposition "to."

Themselves : Pronoun, personal, emphatic, third person, plural, common to both genders, nominative case in apposition to "they."

What : Pronoun, relative, third person, singular, neuter gender, objective case, governed by "know."

Himself : Pronoun, reflexive, third person, singular, masculine gender, objective case, governed by "hurt."

3. **In parsing an adjective,** state (1) kind of adjective, (2) degree of comparison if necessary (3) what it limits.

EXAMPLES

This house is *better* than *that.* He had *five* apples. They had *much* money. They are *richer* than *most* of us.

This : Adjective, demonstrative, limiting the noun "house."

Better : Adjective of quality, comparative degree, forming with "is" the predicate.

That : Adjective, demonstrative, limiting the noun "house" understood.

Five : Adjective of number, positive degree, limiting the noun "apples."

Much : Adjective of quantity, positive degree, limiting the noun "money."

Richer : Adjective of quality, comparative degree, forming with "are" the predicate.

Most : Adjective of number, superlative degree, limiting a noun understood.

4. **In parsing a verb,** state (1) strong or weak, (2) whether transitive or intransitive, (3) active or passive (in the case of a transitive verb), (4) mood, (5) tense, (6) number, (7) person, (8) subject, (2) object, if any.

EXAMPLES

Tell him what you *heard.* The boy *had caught* a cold. If he *comes,* I shall go.

Tell : Verb, weak, transitive, active voice, imperative mood, present tense, second person, singular or plural, agreeing with its subject "you" understood, governing the object "him".

Heard : Verb, weak, transitive, active voice, indicative mood, past indefinite tense, third person singular, agreeing with its subject "you", governing the object "what."

Had caught: verb, weak, transitive, active voice, indicative mood, past perfect tense, third person singular, agreeing with its subject "boy," governing the object "cold."

Comes: verb, strong, intransitive, subjunctive mood, present tense, third person, singular, agreeing with its subject "he."

5. In **parsing a participle**, state (1) strong or weak, (2) transitive or intransitive, (3) active or passive, (4) mood, (5) present or past, (6) its use in the sentence.

(In the case of a transitive verb, the present participle is active voice and the past participle is passive.)

EXAMPLE

The tree fell, *making* a terrible sound.

Making: verb, weak, transitive, active voice, infinitive mood, present participle, limiting "tree."

N. B.—(1) **Participles used** clearly **as adjectives,** *e. g.*, "*fallen* tree," "*dashing* stroke," are to be parsed as adjectives.

(2) When a participle forms part of a finite verb, as in "I am *coming*," "He is *gone*," it should not be parsed separately. In this case the whole verb "am coming" should be parsed as one verb.

6. In **parsing a verbal noun** proceed exactly as in the case of a noun, only stating from what verb it is formed.

7. In **parsing a gerund**, state (1) strong or weak, (2) transitive or intransitive, (3) active or passive, (4) mood, (5) present or present-perfect, (6) case, (7) reason for the case, (8) object, if any.

EXAMPLES

The old man boasted of *having found* some treasure but could get no one to help him in *moving* it.

Having found: verb, weak, transitive, active voice, infinitive mood, gerund, present-perfect form, objective case, governed by "of," govern- ing the object "treasure."

Moving: verb, weak, transitive, active voice, infinitive mood, gerund, present form, objective case, governed by "in," governing the object "it."

8. In **parsing an adverb**, state (1) kind of adverb, (2) degree of comparison if necessary, (3) what it modifies.

EXAMPLES

They ran *faster*. He went *out*. His voice is *remarkably* sweet. They started *immediately*.

Faster: adverb of manner, comparative degree, modifying the verb "ran."

Remarkably: adverb of degree, modifying "sweet."
Immediately: adverb of time, modifying the verb "started."

9. In **Parsing a preposition**, state (1) its object and (2) the words between which it shows relation.

EXAMPLES

They live *on* herbs. He was a man *of* mark. We were *in* great danger.

On: preposition, governing the noun "herbs," and showing relation between "live" and "herbs."

Of: preposition, governing "mark" and showing relation between "man" and "mark."

In: preposition, governing "danger" and showing relation between "we" and "danger."

10. In **parsing a conjunction**, state (1) kind of conjunction, (2) what it connects.

He came *and* asked *if* you were well.

And: co-ordinating conjunction joining the clauses "he came" and "he asked."

If: subordinating conjunction joining the clauses "he asked" and "you were well."

11. In **parsing an interjection,** simply state that it is an interjection.

Exercises

I. Parse the italicized words in the following :—

What are you talking *about?* He wrapped his coat *about* him. He is wandering *about* from house to house. He is *about* as tall as I. He came *after* the appointed time. He came *after* the appointed time had passed, Krishna fell and his brother came tumbling *after*. This will be remembered in *after* ages. I came here three days *ago*. *All* of us perished. It is *all* over. *All* the better. *All* was in vain. He would not come at *all*. Have you *any* money with you. Do *any* of you know it. Are you *any* better. I have never lived *as* I do now. Such a man *as* this deserves punishment. *As* usual, we went out for a walk. This shall serve *as* ink. You will reap *as* you sow. *As* to that, you may please yourself. Come and see me *before* you leave. He came *before* me. He was *behind* me. He did not lag *behind*. He sat *beside* his bed. He was *beside* himself with anger. *Besides*, there is the baby to look after. I *both* wrote and typed. I went to see him *but* he was not at home. It is *but* just that you should return my money. All *but* Narain were present. *But* me no *buts*. *But* for you we would have failed. There is no one *but* likes him. Sit *by* me. *By* rail and steamer. I stood *by*. *Close* the door. It was a *close* day. The tournament came to a *close*. Sit *close*. *Down* with him. The *down* train. He went *down* the road. They loved *each other*. There was no one *else* in the room. What *else* could you have done. I do not know him, *or* I would have spoken to him. He has eaten *enough*. We had *enough* of the game. We have not *enough*

money. *Even* numbers. *Even* so did he say. *Even* now. *Every* two miles. *Either* book will do. *Either* you must go or I. *Either* of them will do. He *fell* from a tree. He was going to *fell* the tree. A *fell* enemy. A *far* country. It is *far* from my thoughts. He lives *far* away. *Far* better. This is by *far* the best boy. He walks *fast*. He kept a *fast* for forty days. We must *fast* to-day.

2. Parse the italicized words and phrases in :—

Down with it. *Seeing* is *believing*. Many *a man*. He walked a *mile*. For every *why* he had a *wherefore*. From *bad* to worse. He loves *to read* and reads *to know*. This house is *to let*. I *had rather* be a teacher. He reigned ten *years*. *Dinner* being ready, we went *downstairs*. Three *yards* long. Methought I saw my *late* father. The world was all before them *where* to choose. He is *to blame*. Fare *thee* well. *Passing* rich on forty pounds a year. *Remote* from town he ran his godly race. They *are met* in council. I cried *mercy*. Some *there* be *that* shadows kiss. He demanded *what* she had *to say*. *All bloodless* lay the untrodden snow. *Heaven help* him. *To confess* the truth, I did it. Of friends *however* humble, scorn not *one*. I saw *them* go. The *very day* that he sailed, the shipwreck occurred. The *more* it rains, the *cooler* it will be. I found *what* you sent *me* very *useful*. A *deal* box lay *before* him. It is hard *to explain*. Tell me *where* is your master. *That* he should be disappoined was expected. How do you feel this *morning?* He is determined to do the work, *cost* what it will. He is *the* better of the two. Deal with me *just as* you choose. *Who* drinks salt water thirsts the most. *There* are fifty soldiers *here*. Give me some money, *say* five rupees. We call sleep *a death*. I say *that that that that* man did was wrong. They went *splash* through the mud. He is *somewhat more* tired *than usual*. *Few* sorrows hath she of her *own*. Adieu for *evermore*. Why do you weep *on so*. *You*, sir, what *trade* are you ? The whole thing, *lock*, *stock*, *barrel*, isn't worth one big yellow *sea poppy*. I would be *friends* with you. When shall *we three* meet again ? Go *we* to the king. He is gone *a*-hunting. The *above* statement is wrong. I shall plead with you face to *face*.

3. Parse the italicized words in the following **University questions**:—

Let *who will be* clever. Do noble things, not *dream* them all *day long*. Make life, death, and that vast *for ever* one grand sweet *song*. *Weather permitting*, we shall start tomorrow. *I asked him* where he lived. He has entered *heart* and *soul* into the work. I could do nothing *but weep*. *What* grieved me most was his cruelty. *Better* be with the *dead* than *lead* a life like this. These objections *count* for nothing. We *grow* flowers in our own garden. I have fought a good *fight*. I saw the governor *himself*. He is *more knave* than fool. Make *thyself prince* over us. *So far as* I can judge, he is wrong. When *all* was ready, we departed. The book is *no other* than *one* I had lost. Your *very* looks betray you. Every friend of *mine* hates *those* kind of men. I was given a *drinking horn* and was made a *fellow* of the society. *Which* garden is the best? He is *fond of being praised*. She is six *years old*. He knows not *how to learn*. They fled, *some* one *way*, some *another*. *Youth* is the spring time of life. The *youth* of Bengal lead a sedentary *life*. Your sister is fond of *study*. If you are called as *witness*, you must not bear false *witness*. Let me die the *death* of the *virtuous*. He failed, his industry *notwithstanding*. How do you *do*? Wait till *then*. The *then* reigning king. I *bid* you *stand still*. Your *speaking* to him will do *no good*. Knowing your tastes, I recommend your *reading* this book. I envy *you* your good *health*. A rose is beautiful to *look at*. Have you *any* pens? *No*, I have not got *any*. Then I was told a *lie*. All the *air* a solemn *stillness* holds. *Adieus* and *farewells* are a sound unknown. This pen is not fit to write *with*. *Even* rigid moralists *felt* more inclined to *pity* than to *blame* him when he *hied himself* into a *sponging* house or *drank* himself into a fever. They were offered *their lives* by the conquerors. He is *a trifle* taller than I. He is *no* happier for his wealth. Who was *it* that you saw? A short *distance* from the town was a stream. *Talking* of books, here is a very rare book. Man wants but little *here below*. *This done*, I proceed to business. She lay *a-dying*. He is a fool *to throw away* such a chance. *There* was no one *there* but you. The coat is worth *quite* thirty rupees. The green trees whis-

pered *soft* and *low*. He *almost* succeeded *alone*. I must have you *attend*. *The* sooner he comes, *the* bettter it will be.

It was from *you* that I received the book. This conduct will *lose you* your friends. He came the *shortest way*. *This done* they departed. *Tom* the barber's fingers. He handed the *lady a chair*. The monstrous faith of *many made for one*. In later life he *turned out a fool*, although he *promised* well in childhood. He played me *false*. *Writing* paper. He often goes *fishing*. *By this* the storm grew loud apace. This is *just* what I want. He was *banished* the country. *Recollect* yourself *please*. The stream was ten *feet* broad. He treated all *alike*. It will be *all one* a hundred *years* hence. *Come* what may. I shall do my *best* to deserve success. *Please* be quiet. So *perish* all the king's enemies. The streams *ran blood*. *Thank* you for your kindness. He has gone *a-hunting* I cannot *but* believe that in *prosecuting* him you are *travelling* far *afield* to *find* a victim. When he came my way, he laughed *me* to scorn. *Sound* or unsound, the horse you tell me *of* must be *worth* a fortune. "Oh haste *thee*, haste," the lady cries. He stands six *feet high*. He has made *himself* master of all subjects. *As* you intend to travel *as* fast *as* you *can*, you *had better go* by the *3 o'clock* train. The *more*, the *merrier*. This gained *him* renown. To reign is *worth ambition*. *Half* a loaf is better than no bread. He has eaten his *last*. The enemy was 1,500 *strong*. He failed *as* a speaker. Generally *speaking*, they are an honest people. *To see* him is *to love* him. You *need* not go. I must *needs* go. Saddle *me* the horse. I sat *me* down. He works harder than *I* do. *What a foolish boy! So please*, your majesty. They lord *it* over you. *Away !* I won't hear you. He has done little more than *make* a beginning. No sooner *said* than *done*. I had rather die than *alarm* the child. I tell you *what* he said. There is none but *hates* me. How came you to be *left* ? Get on board the *ship*. Thus *to beard* the lion in his den! I like the rascal *to be punished*. He is *nothing* inferior to me. It *blows* a brisk *gale*. The river ran *purple* to the sea. Woe *worth* the day. *Out* brief candle. Oh dear *me* ! He drew right *into* the garden. *Would* that he *were* here. The sun is *rising*. The poem is on *early rising*.

MORE UNIVERSITY QUESTIONS

1. Parse all the words in the line "But your arm will never be stronger." (**Patna, 1922**)

2. Parse the italicized words in the following extract:— (**Patna, 1923**)

The friends who had left me came back every *one*.
And darkest advisers looked *bright* as the sun;
I need *them no more*, as they *all* understand,
I thank thee, I trust thee, my *good* Right *Hand* !

3. Parse the italicized words in the following extract:— (**Patna, 1924**)

On the road of life *one milestone more* !
In the book of life one leaf *turned* o'er !
Like a red seal is the setting sun
On the good and *evil* men have done,—
Naught can *to-day* restore !

4. Parse the italicized words in the following:—

Thank you; come here *please*; no sooner *said* than done; I cannot but *go*; we might fight *it* out; now *that* it is so, you *must* obey him *as* master. (**Patna, 1925**)

5. Parse the italicized words in the following passage:– (**Allahabad, 1920**)

No more typical example could be *selected* of the neglect of public affairs by the Govt. and the absence of public spirit among the people than the condition of the Chinese roads. There are abundant evidences in various parts of the Empire that there once *existed* great imperial highways *connecting* many of the most important cities and that these highways were paved with stone, and bordered with trees. Vast sums must have been expended on their construction and it would have been comparatively easy to *keep* them in repair but this has been uniformly neglected so that the ruins of such highways present serious impediments to *travel* and the tracks have been abandoned from sheer necessity.

6. Parse the italicized words in the following passage:– **(All. 1921)**

The Thebans were as surprised as they were elated at their victory over the Spartans; for in all their former wars, the *latter* had never been beaten by a smaller nor *even* by an equal number.................This battle *first* taught Thebans that neither Sparta nor any other country had a monopoly of valour, but that whereever the youth were ashamed of what was base and shrank from dishonour more than danger, there would be *found* the men who were most formidable to their enemies.

7. Parse the italicized words in the following passage:– **(All. 1922)**

(................. Each is bent on *throwing* the other twisting or lifting him.................From left to right and from right to left, the umpire hovers about, waiting for the victory to declare *itself*. Some of the spectators favour one of the wrestlers, *others* support the other; and so excited do they *become* that they clench their firsts and watch the men, without so much as blinking their eyes:.................)

8. Parse the italicized words in the following passage:– **(All. H. S. 1923)**

1. Emus are frequently speared by natives who by taking care to stand stock-still the moment the creature lifts up its head, manage to approach within a few yards of them while *feeding*.

2. If the savage happens to have his hands *raised* in the very act of throwing the spear when the Emu looks at him, he will remain fixed in that attitude while the bird takes a survey of him.

3. If his confidence be not repaid with a bullet, he will, after *gratifying* his curiosity with a good stare, quietly walk away.

4. In some respects, however, water power is unsatisfactory, for the flow of water needs to be carefully regulated, *which* is not always possible.

9. Parse the italicised words in the following passage:— **(Allahabad H. S. 1924)**

The victory of Trafalgar was celebrated, *indeed*, with the usual forms of rejoicing, *but* they were without joy; for such already was the glory of the British navy, through Nelson's surpassing genius, that it scarcely seemed to *receive* any addition from the most signal victory *that* ever was achieved upon the seas. Nelson has left us a name and an example which are inspiring thousands of young men——a *name* which is our pride, and an example which will continue to be our shield and strength. Thus *it* is that the spirits of the great and the wise continue to live and act for them.

10. Parse the italicized in the following sentence:—

It was a fine piece of advice that I *once* heard *given* to a young person. "Always do *what* you are afraid *to do*." **(All. H. S. 1925)**

11. Parse the italicized words in the following:—

For several days *after* the excursion related in the last chapter, we did *not* wander *far* from our encampment, but gave ourselves up to *forming* plans for the future and making our present abode comfortable. **(All. H. S. 1926)**

For several years no Parsing Questions have been set at the **Punjab M. S. L. C. Examination.**

III

HINTS ON CORRECT ENGLISH.

AGREEMENT OF SUBJECT AND VERB

1. The finite verb in a sentence must be in the same number and person as its subject, *e.g.* : I *am* running. Thou *knowest*. We *are* going. He *runs*. They *run*.

When a collective noun is used as expressing one single whole thing, the verb following it must be in the singular *e.g.* : The crowd *has* collected in a dense mass. But when we think of the collective singular noun as expressing the many parts of the thing, the verb following it must be in the plural *e.g.* : The mob *were* dispersed. In these cases, the proper use of the verb depends upon whether we think of a thing as a single whole or of its parts.

3. Two or more singular nouns forming the subject of the same predicate, and connected by *and*, must have the verb in the plural *e.g.* : Sugar and oil *are* valuable ; In the hall *were* Rama and Krishna.

4. But if the two subjects are connected by *as well as*, *either......or*, *with*, or *besides*, the verb is in the singular, *e.g.* : The father *as well as* the son *is* honest ; *Either* Rama *or* Krishna *has* done it ; The King *along with* the Lords *visits* the show to-morrow. But with *neither...nor* the verb is usually plural *e.g.*, *Neither* the father *nor* the son are capable of doing it.

5. If, however, the subjects so joined are of different persons and members, the plural subject should be used last and a plural verb must be used, *e.g.* : Neither he, I, nor others *have worked* this sum.

6. The noun qualified by *each*, *every* or *many a* is always singular and must take a singular verb. *e.g.* : *Every* good boy

was rewarded; *Each* boy *was* given a mango; *Many a* man *has* done such a deed.

7. When the plural noun is the name of one thing or collection of things, the verb is in the singular, *e. g.*, The United States *has* a great army; Thomson's 'Seasons' (a collection of poems) *is* a good book; Forty yards *is* a good distance.

8. There are a few nouns which are really singular though plural in form. With such nouns the verb is singular, *e. g.*:-

Mathematics *is* a good subject for study.
This news *is* welcome.
The amends made by him *was* adequate.

9. When a relative pronoun is the subject of a verb, the verb must be in the same number and person as the antecedent of the pronoun, *e. g.*:- "This is the age of some of the most important discoveries, that *has* been ever made" is wrong. (*Has* should be changed into "*have*," because the verb must agree with "discoveries," which is the antecedent of "that"). "It is the scent and the beauty of the rose which *makes* it the Prince of Flowers" is wrong. (*Makes* should be "make," because "which" refers to two things, "scent" and "beauty.")

10. When the adjectives *much*, *more*, *little*, *less* are used as nouns, they should take a singular verb, *e. g.*,:-

Much *has* been done already; More than a year and a half *has* passed away; Little *has* been done as yet; Less than a million of tons *has* been produced this year.

EXERCISE

Correct the following sentences giving reasons for the corrections:-

You was in school yesterday. The boy do not mean to come. The child's clothes is very dirty. There is two hundred boys in our school. Thou sees it. Was you present yesterday? "Stop her" was the words he uttered. A variety of pleasing

objects charm the eye. The pyramids of Egypt has stood more than three thousand years. A change in his plans were needed. The quality of apples were not good. The translation of these passages have been very well done.

Tomkins and he goes together. Life and death is in the power of kings. From the same thing comes a good smell and a bad smell. A temple and a wine shop stands side by side. Two and two makes four. Every one of them were killed. Either the boy or the girl were present. Hate or folly are his faults. Nothing but wailings were heard. Ignorance or negligence have been the cause of his ruin. Peace and quiet flourishes where justice and reason rules. The corn with the sacks weigh one maund. The house with the goods were burned. His good as well as mine make it necessary that we should leave the place. Every man of the crew were down with the fever. Each of them receive Rs. 50 p. m. as his pay. Each of the soldiers were armed. A feeble or obscure style are serious defects.

SYNTAX OF THE NOUN

1. When two nouns in the possessive case are connectd by *and* and if they denote two seperate things, the apostrophe s should be added to both. But if they denote one joint thing, the apostrophe *s* should be added only to the last of these nouns, *e. g.*,:-

(*a*) "*Rama's* and *Krishna's* marks are the highest secured in the school. The one gets 80 p.c. and the other 78 p.c." (Here the whole sentence shows seperate possession.) But a sentence like this sounds awkward and, should be avoided by transposing, *e. g.*,:-

"The marks of Rama and Krishna are..........."

(*b*) *Godfrey and Siddon's* Geometry is a suitable book for schools. (Here both nouns refer to one thing.)

2. The apostraphe *s* is generally used in the case of nouns denoting (*a*) living things, *e. g.*:- *Man's hand*; (*b*) things

personified, *e. g.*: *Fortune's favourite*; (c) Space, time or weight, *e. g.*:– An *hour's work*. It occurs in some familiar phrases also as in, "*at arm's length*," "*at his wit's end*." For inanimate objects as a general rule, *of* is the sign of possession, *e. g.*:– Source *of* the river, summit *of* the mountain.

3. If one noun has two adjectives connected by *and*, and if these adjectives are intended to describe two kinds of things, the noun must be repeated at the end of each adjective or used in the plural, *e. g.*: "*The Indian and Western system of philosophy are different from each other*," is wrong. This should be: The Indian system and the Western system of philosophy are different from each other: or The Indian and the Western *systems* of philosophy are different from each other.

SYNTAX OF THE PRONOUN

1. A pronoun should not be used when there is no noun for it to refer to. For instance: "Those who are fire-worshippers have no real respect for *it*." The pronoun *it* should be changed into "fire."

2. Sometimes pronouns are unnecessarily used, *e. g.*:— Then Rama, in order to make friends with Krishna, *he* gave him a good book. The pronoun *he* is not at all necessary in the sentence.

3. When "**one**" is used as the subject of a sentence, it should not be followed by "his," *e. g.*:–

One must work for *his* livelihood. (Instead of *his*, we should say *one's*.)

4. The pronoun **who** should be used only with antecedents denoting persons. **Which** is used for antecedents which do not denote persons. **That** may be used to refer to either persons or things. **As** is used as a relative pronoun after *such*, *same*, *so much*, *e. g.*:—This is the same book *as* I gave you.

5. **Each other** is used of two things, and **one another** of two or more things.

6. The relative pronoun should be placed as near its antecedent as possible.

7. The relative pronoun **what** is never used with an antecedent, *e. g.*: "This is the book *what* I want," "He gave me all *what* I wanted," are wrong. *What* should be *that*.

8. Pronoun after "than" and "as" should be carefully used, for generally a greater part of the clause after these words is "understood", *e. g.*:—

I am younger than he (is young.)
She loves him as well as I (love him.)

We should not say "I am younger than *him*," or "She loves him as well as *me*" (unless we mean she loves us both equally.)

9. When speaking of yourself and others, good manners as well as rules of grammar require that you should name yourself last of all, *e. g.* Rama, Krishna, and **I** did the work. Father gave presents to him and to **me**.

EXERCISES

Correct the following sentences:—

Me and my brother live in a village. Who did that book come from ? The boy drove away the birds what were eating the corn. John writes better than me. He is as good as her. I suffer more than her. Either of the two boys deserve the prize. Such men that are false to their friends should be avoided. This is the same kind of pen that you gave me. Who do you think I met ? Who are you going to select as your captain ? This is one of the most difficult papers that have ever been set. Each of the boys think that he has done well. Neither of these men are innocent. Each of the students have a seperate room. Either John or Harry must bring me their book. Who are you painting that picture for ? The Germans, having violated Belgian neutrality, they are responsible for the war. Indeed, both himself and Wolfe had much in common. One must be sure of himself. Every man held their peace. I am one of those who cannot describe what I do not see.

SYNTAX OF THE ADJECTIVE

1. **The use of the comparative and superlative.** When two things or groups of things are compared, only the comparative form of the adjective should be used. The superlative must only be used when more than two things are compared, *e.g.*:

He is *taller* of the two.
He is the *tallest* of all the boys in the class.

But before a noun qualified by *other* or before the pronoun *others*, the superlative is not used even when more than two things are compared, *e.g.*:

Krishna is *taller* than all the *other* boys.

We should not say "Krishna is the tallest of all the other boys." We must say "He is braver than all the others," not "He is the bravest of all the others."

2. **Each, every, either, neither,** should have the verbs and pronouns in the singular, *e.g.*:

Each of the boys *thinks he* has done his best.
Either of the plans *is* good.
Neither of these men *is* guilty.
Every *one* is mischievous.

3. **"Few", "a few."** When *few*is preceeded by the indefinite article, it means "some," but when it has no indefinite article, it means "almost none." This applies also to "little" and "a little."

4. The adjectives *all, both, diverse, few, many, several,* and *various* are always used with plural nouns.

5. "*Many a*" takes a singular noun, *e.g.*:
Many a *man* was found dead.

6. **The Articles.**

(*a*) The article "the" is used when we speak of a particular thing which has already been mentioned, *e.g.*:

Rama gave me a pen. *The pen* was not good.

(*b*) The article "the" is also used before nouns denoting well-known objects, as *the* earth, *the* sky, *the* moon, *the* sun, etc., which are the only objects of their kind.

(*c*) "The" should also be used before (1) the names of rivers, mountains, seas and oceans; (2) the names of famous books, as "The Ramayana."

(*d*) "The" should not be used with proper nouns, abstract nouns, material nouns, pronouns, names of arts and sciences, *e.g.*: Africa, kindness, copper, mathematics, music. But when these nouns are particularized, the article "the" may be placed before them, e.g.: "*The* Africa of to-day is quite different from *the* Africa of ancient times."

(*e*) The article "a" or "an" is used when we speak of *any one* thing of a class, not a particular thing, *e.g.* Rama gave me *a* pen.

(*f*) The article "a" or "an" should not as a rule be placed before proper nouns, material nouns, abstract nouns, pronouns, names of arts and sciences.

(*g*) Generally "the" is not used with nouns in the plural. We say "Boys are fond of play." Only when we wish to particularize we may use it before nouns in the plural, *e.g.*: The boys of this class......

(*h*) The article "a" or "an" should generally be used before nouns coming after the verbs "to be, become see, look, call, name, think, suppose" and other verbs of incomplete predication, *e,g.*: He is *a* good boy ; he became *a* general.

(*i*) When an adjective follows "so as, too, or how" and qualifies a singular noun, the definite article should be placed between the adjective and the noun, *e.g.*: *So* small *an* army.

(*j*) When "many, such, or what" qualify a singular noun, the indefinite article follows them, *e.g.*: "*What an* extraordinary reason." "*Such a* man."

(*k*) The indefinite article is sometimes used with proper nouns when they have the force of common nouns, *e.g.*: "A Daniel came to judgement."

(*l*) When an adjective is used as a noun, "the" is used before it, *e.g.*: "The virtuous are always happy."

(*m*) The article "an" has the same uses as the article "a." But it is used before words beginning with (1) vowels, *e.g.*: *an apple*, and (2) silent "h," *e.g.*: *an hour*, *an honest* man. "An" is also used before words of two or more syllables beginning with 'h even if "h" is not silent, provided the second syllable is accented. If the first syllable is accented, "a" is used, *e.g.*: *a* history, but *an* historical event.

(*n*) "An" is not used before vowels which have the sound of consonants, *e.g.*: *a* university, *a* usurper.

EXERCISES

1. Write sentences, using the following words, with an appropriate article in each case:—

name, flag, ground, hour, rupee, cap, coat, pencil, clock, football, goal, wind, road, honour.

2. Correct the following, giving reasons for the corrections:—

The cowardice is despised by all men. The battle was lost through cowardiae of general. This table is made of a timber. Teak is wood famous for its hardness. Rice is staple food of the Bengal. Indus is the longest river in Punjab. He is good poet, but not Shakespeare. Ramayana was composed by Valmiki. *Times of India* is a very well-conducted paper. Bansi, boy of our class, is best runner in the school. Many a man has done the work. Such man I have never seen. He is a M. A, of the Bombay University. What giant that man is! Rama is good boy. We seldom see sun in the rainy season. Krishna is studying an astronomy. I am now deeply engaged in learning the physics. Mango is a delicious fruit. To day, sky is over-clouded. He was called goose.

SYNTAX OF THE VERB

1. **The present tense** may express a universal truth as in "The earth *moves*," "the sun *shines*." It may express a habit, as in "He generally *reads* loudly." It may express a present action, as in "I *feel* that he is wrong;" it may describe a future action, as in "I *go* to-morrow"; it may also describe a past action, as in "Then Napoleon *runs* to Germany before the enemies *combine*, and *smashes* the Germans." In this case the present tense is used to describe a past event as if it is happening before our eyes, at the present moment. It is used in poetry and historic summaries. It is sometimes called the *historic present*.

2. **The present perfect tense** is used to express a completed action with reference to the present time, *e.g.*: "I *have done* the work *to-day*." We do not say "I have done the work yesterday."

3. **Sequence of tenses.** (*a*) In complex sentences, if the principal clause contains a past tense, the verb in the subordinate clause also must be in the past tense *e.g.*

He *told* me that he *was* his brother.
I *found* out that he *was* there.
He *declared* that he *would go*.

We cannot say "He declared that he *will* go." There is one exception to this rule. When the subordinate clause expresses a universal truth of proposition, the verb need not be in the past tense *e.g.*: "We *were taught* that the earth *moves* round the sun.

(*b*) The present tense may be followed by any tense in the subordinate clause, according to the sense, *e.g.* :—

I *know* that he *is* a good boy.
I *know* that he *did* the mischief.
I *know* that he *will do* the work.

(*c*) In comparative sentences, the subordinate clause may be in any tense, *e.g.* :—

He *liked* you better than he *likes* me.
He *was* as strong as his brother *is*.

4. **Split infinitive.** Mistakes are often committed when an infinitive and an adverb are used together, *e.g.*, "I hope *to thoroughly master* my subject." The infinitive "*to master*', has been split up or broken by the adverb "thoroughly" coming in between "to" and "master." This should be avoided.

5. **Dependent questions, statements and commands.** When these are reported not in their exact words but mentioned in an indirect way, the tenses undergo changes. See chaper on "Direct and Indirect Narration.")

SYNTAX OF THE ADVERB

1. (*a*) The adverb is usually placed near the word it modifies, *e.g. much* pleased; *very* early. (*b*) In the case of intransitive verbs, the modifying adverb usually comes after the adverb, *e.g.* He spoke *well*. He came *early*. (*c*) In compound tenses, the adverb generally follows the auxiliary verb, *e.g.* The sound has *finally* died away. (*d*) In the case of transitive verbs it usually follows the object, *e. g.* He wrote the letter *very quickly*.

2. When two negatives occur in a sentense, one destroys the force of the other, *e. g.*

"I will *not* give you *no* money," is equal to "I will give you some money." When a negative is to be expressed, two negatives should not be used.

3. The word "**very**" should not be used with past participles or adjectives in the comparative degree. We should not say "I am very obliged to you," or "This is very larger than that." In such places the word to be used is "much."

SYNTAX OF THE PREPOSITION

1. The word "**between**" is used when two things are referred to. When more than two are mentioned, the word "**among**" is used, *e.g.*

3

Rama and Krishna agreed *between* themselves to go.
The boys of the class agreed *among* themselves to go.

2. The words **since, by** and **before** are used for a particular point of time, not for a period of time, *e.g.*

I have been working *since Sunday* (not "since six days").
I shall return *by four o'clock* (not "by two days").
I shall leave *before five* (not " before five days ").

3. **For** is generally used to denote a period of time, *e.g.*

He will be absent *for* two months.
I have been working *for* two days (not *since*).

5. Generally, it is best to avoid using a preposition at the end of a sentence as in "That is the horse I rode *on*."

5. Certain words are often followed by certain prepositions and mistakes are often committed when **appropriate prepositions** are not used with them. The following examples give a list of words with proper prepositions used with them :—

He is *angry with* me. He is *anxious about* the result. He is *anxious for* the visit. We are not *afraid of* death. I was *alarmed at* the sight of the tiger. He was not *aware of* the fact. I cannot *agree to* your proposal. I cannot *agree with* what you say. He was much *annoyed at* the words spoken by his brother. He got *annoyed with* his pupils. He was *accused of* stealing a rupee. He paid great *attention to* his work. His father has a great *affection for* his youngest child. I am not *aquainted with* him. He was *ashamed of* his conduct. He *alighted from* the carriage. I *argued with* him. Please *attend to* what I say. Servants *attend on* him all day. He has a great *abhorrence of* being flattered. We shall *abide at* our native place. We shall *abide by* your decision. He was *absorbed in* study. You must *abstain from* food for one day. He *acceded to* my request. He was *accompanied by* his son. The words were *accompanied with* or *by* a violent movement of the hand. This is in *accordance with* the law. He was *acquitted of* the charge against him. He is *addicted to* opium. He *adhered to*

his views. The meeting was *adjourned to* Monday. The matter *admits of* no delay. He is *afflicted with* a disease. This act *alienated* him *from* his friends. He is *ambitious of* a high place. The number *amounted to* 1000. He was *appalled at* the sight. Don't be *apprehensive of* the result. I *approve of* your conduct. He *associates with* bad characters. He did not *avail* himself *of* the opportunity. They *avenged* themselves *on* him. He is *averse to* or *from* hard work. The tree was *bare of* leaves. The exercises are *based upon* Euclid. He *begged* a favour *of* me. He is *bent upon* doing mischief. He is *bereft of* reason. He is *blind* to his faults. I *called at* the office. I *called for* the accounts. I *called on* you yesterday. He is *carrying on* business. The inspector *carried out* the order of his chief. His perseverance *carried* him *through* all difficulties. Delhi is *celebrated for* its historical buildings. His manner was *characterized by* violence. The speech was *characteristic of* him. I was *charmed with* his voice. He *cheated* me *of* a large amount of money. We should *cleanse* our hearts *from* all impurity. The road has been *cleared of* all obstructions. His house is quite *close to* me. I *closed* at once *with* the offer. His views do not *coincide with* mine. I declined to *comment on* his behaviour. The fact is not *compatible with* his innocence. He *compensated* me *for* the trouble I took on his behalf. I hope you will *comply with* his request. I *concur with* him in the view he has taken of taxation. He was *condemned to* imprisonment for life. We should *condole with* our friends in their bereavements. You will *confer* a favour *on (upon)* me. I must *confer with* him about the matter. I wish I had some friend to *confide in*. They *confronted* him *with* his accusers. That work is quite *congenial to* his tastes. The Government *connived at* the violation of the rule. He was not *conscious of* what was passing around him. The changes *consequent upon* his resignation will be numerous. They *conspired against* the Government. He is not *conversant with* German literature. He was unable to *cope with* the disadvantages of his position. The bird *dashed* itself *against* the wall and dropped down dead. This *custom* dates *from* the reign of Henry II. He *dashed* his slate *at* my head. He is *dead to* all sense of honour. They *deal in* fire-arms and ammunition. *Deal* fairly *with* every one. I have not yet *decided on* (*upon*) the measures I shall adopt. He was *delighted with*

all he saw. *Deliver* me, O Lord, *from* mine enemies. He *demurred to* my being granted leave. They *departed from* the place the next morning. It is derogatory to your dignity to *associate with* a man of such a character. Arabs are supposed to be *descended from* Ishmæl, the son of Abraham. I hope to show by my conduct that I am *deserving of* your kindness. God has *destined* him *for* a far higher position than he now holds. This man is quite *destitute of* commonsense. No threats will *deter* me *from* the attempt. He *died of* consumption. How does a rhombus *differ from* a square? Sulphuric acid was *diluted with* water. He was *disappointed at* the price he got. I was *disappointed in* him, for I thought him honest, and he has proved a rogue. I entirely *disapprove of* your conduct. We should *discriminate* carefully *between* what is right and what is simply expedient. He was *dismissed from* his appointment for dishonesty. I have *dispensed with* his services. They *disposed of* the property by auction sale. This fact *disqualifies* him *for* the appointment. I *dived* deep *into* the mysteries of the art. To *divert* a river *from* its natural course. We dislike people who try to *domineer over* us. He dare not *dream of* opposing me in this thing. He *dwelt upon* the subject with considerable ardour. They have *ejected* me *from* my own house. He was greatly *elated at* his success. He was *elated with* joy. He is not *eligible for* the appointment, as he has passed no examination. The circumstance has *embittered* him *against* me. The sea has been *encroaching on* the land. You are *encroaching upon* my privileges. The ground was *encumbered with* heaps of stones. His devotion *endeared* him *to* the king. God has *endowed* man *with* reason. He *enlarged upon* that subject. He was *enraged at* my presumption. His stupidity has *entailed* much loss *on* me. They *entered into* an agreement. He *erred in* his calculations. His income may be roughly *estimated at* £500 a year. He *excels* all his fellows *in* cunning. He has been *exempted from* taxation. *Exhausted with* labour. He is an *expert in* deceiving others. To *expose* a thing *to* the sun. It is useless to *expostulate with* him on the justice of his act. The confession was *extorted from* him. Do not *exult in* the misfortunes of others. We should not *exult over* a fallen foe. His enemies *fell upon* him suddenly. These substances *fall under*

another head altogether. This is *fatal to* the success of your enterprise. I have not been *favoured with* a reply to my letter. The squirrel *feeds on (upon)* fruit. The soldiers were *flushed with* success (*flushed with* wine, *with* anger.) They *fortified* the village *with* stockades. The complaint was not *founded on* facts. He tried to *frighten* us *with* his threats. He stood *gaping at* us in astonishment. I stood *gaping on* the sad scene. I am not *gifted with* fluency of speech. I was *glancing over* a book when he entered. He *glories in* the mischief he has done. We must *guard against* being deceived by rogues. He has *habituated* himself *to* hard work. The whole matter *hinges on* this point. I find him quite *hostile to* the project. He was *implicated in* an attempt to defraud the bank. We should not *impose upon* a person's good nature. I was *imposed upon* by his good looks. I have *impressed on (upon)* him the necessity of doing so. This fact is utterly *incompatible with* the supposition of his guilt. His acts are *inconsistent with* his words. It is *incumbent on (upon)* you to provide for your children. I am greatly *indebted to* you for this suggestion. He was *indignant at* the unjust treatment he had received. He *indulged* himself *with* a glass of wine. He *indulges in* drink. They *inferred from* his silence that he was guilty. His style is far *inferior to* De Quincy's. I will *inflict* severe punishment *on* you. He *infused* his own enthusiasm *into* the minds of his associates. He was *initiated into* all the mystries of the profession. The Collector is *inquiring into* the truth of the complaint. I *insist on* your going at once. He seems *intent on* my ruin or disgrace. I have asked him to *introduce* me *to* the Collector. I have asked him to *intrude into* your presence. He is *inured to* every kind of hardship. He *inveighed against* the Government in his speech. The teacher is very *lax in* discipline. It is unsafe to *lean against* that old wall. I was so weak that I had to *lean on* him in walking to the hospital. He has a slight *leaning towards* Christianity. The house was *levelled to* the ground. Here I *lighted on* an old acquaintance. I have to *live by* the labour of my own hands. He *lives* entirely *on* vegetable food. He *mixed* freely *among* the common people. To *mix* water *with* wine. He seemed greatly *moved at* the news. He can be *moved* neither *by* entreaties nor *by* threats. He is *obstinate in*

his determination. I do not wish to *obtrude* myself (my presence, my advice) *on* you. I am just now *occupied with* translating some books. All my leisure time has been *occupied in* doing this work. To *offend against* a rule (against a custom). The fight *originated in* a foolish quarrel. He was *overwhelmed with* grief. He is *overwhelmed with* troubles. They *partook of* some refreshments which were placed before them. The Collector was *pestered with* anonymous letters about the appointment he had made. The sun's rays could hardly *pierce through* the clouds of smoke. He fell *pierced with* a hundred wounds. He is *pining for* his children who are at a boarding school. He *planted* the ground *with* cocoanut trees. The boys were *playing at* ducks and drakes. The engines *played on* the burning house. He kept *playing with* his watch-guard while he was speaking. I must *ponder over* this before I decide. He is *possessed by* an evil spirit. The lecture was *preceded by* an introductory speech from the chairman. My engagements will *preclude* me *from* being present at the meeting. I take this book *in preference to* the other. He has a great *prejudice against* Brahmins. The Governor *presides over* the Council. He was asked to *preside at* the meeting. I was trying to *press* this fact *upon* his attention. We must not *presume on* his good nature. He could not *prevail against* such odds. I have *prevailed on* him to come to the meeting. Justice must *prevail* in the end *over* injustice. The custom *prevails among* the Rajputs. Unforeseen events prevent my *proceeding with* this course of lectures. A beam was *projecting from* the roof. I have fully *provided against* such a danger. I will *provide for* the child's education. He was *puffed up with* vanity on account of the distinction conferred on him. I have come here in *pursuance of* (pursuant to) the instructions given me by you. I cannot *put up with* your insolence any longer. He does not like being *questioned on* the subject. We should not *rail against* the powers that be. He *railed at* me. It is unsafe to *reckon on* his aid. She has been *reclaimed from* her vices. To *recline against* a post (a wall). To *recline on* a sofa. He *recoiled* with horror *from* the sight. The blow has *recoiled on* his own head. He has not yet been *reconciled to* his friend. We cannot *reconcile* this circumstance *with* his

assumed guilt. He has just *recovered from* his illness. There is no use *recurring* continually *to* that subject. I would *refer* you *to* Webster's Dictionary for the information you seek. I could not *refrain from* expressing my displeasure. I can place no *reliance on* his promises. He *relieved* me *of* debt. I *rely on* your recommendation for getting the appointment. What is the use of *repining at* our lot. The narrative is *replete with* interest. I *resigned* myself *to* my fate. Poverty does not justify our *resorting to* dishonesty. A short *respite from* work is welcome. I have much pleasure in *responding to* the invitation given me by this meeting to take the chair. He must be *restrained from* doing further mischief. Much hardship will *resultr fom* this measure. I am glad I am *rid of* him at last. I will see you *safe from* danger. The steamer *sails* direct *for* London. He is quite *sanguine of* success. Do not *scoff at* religious things. The appointment affords no *scope for* his great abilities. He *scowled at* me with rage. The audience were *scrambling for* seats. The house is *screened from* view by the trees. *Search for* the book that you havn mislaid. His creditors *seized upon* all the money he had ih the bank. He was *seized with* a fit of apoplexy. *Send for* me whenever you want my help. He is very *sensitive to* criticism. The sun *set on* a bloody field. He soon *sank into* utter destitution. The wreck soon *sank beneath* the waves. I am afraid I shall *sink under* this new affliction. Calcutta is *situated on* the Hooghly. I could not help *smiling at* his simplicity. Fortune *smiled on* him in all his undertakings. He *sneered at* what he thought was my folly. He is very *sparing of* his praise. This is *a specific for* dysentry. He has rougery *stamped on* his face. The book is *stamped with* my seal. Do not *start at* me in that idiotic way. He *started at* my sudden appearance. The robbers *stripped* him *of* his clothes. I will not *submit to* your authority. It is possible to *subsist* entirely *on* milk. This stuff is a very good *substitute for* leather. He *succumbed to* the fever yesterday. I am rather *suspicious of* his motive in inviting me. King George holds *sway over* an empire on which the sun never sets. He *swore at* me like a trooper because I was late. To *swerve from* the path of duty is an act of cowardice. Fancy is not *synonymous with* imagination. These accounts do not *tally with* one another. The

police had been *tampering with* the witnessess. The tank *teems with* fish. This steamer does not *touch at* Vizagapatam. I saw Michael *trampling on* the serpent. He *trod on* my toes in coming out of the room. The book *treats of* a number of subjects. I will not *trespass* long *on* your time. He is only *trifling with* my feelings. He was *true to* his courage. I *urged on* him the desirability of taking this step. He is continually at *variance with* his brother. They *vie with* one another as to who shall pay me the greatest attention. This is done in direct *violation of* the rule on the subject. His arguments were utterly *void of* reason. I am *waiting for* his arrival to make my own preparations to start. *Wait for* me *at* the station. A deputation of Commissioners *waited on* the Governor. I *wonder at* his presumption. I should not be *worried with* your private affairs now. He *wrestled with* his antagonist and threw him down.

SYNTAX OF THE CONJUNCTION

1. The conjuction *that* is sometimes omitted, as in "I told you he would go."

2. The word "like" is often wrongly used as a conjunction. This must be avoided. Don't say "This happened just like I said it would," or "He walks like his father did." The conjunction "as" is correct in these sentences.

3. "And" should not be used at the beginning of a fresh sentence. It should be used only in joining one word or clause to another word or clause.

4. Sometimes "and" is wrongly used with "which" and "who," *e.g.*

One of the cleverest boys in the class was George, a resident of Bristol, *and who* won all the prizes.

"And" should only be used with "who" or "which" when there is a preceding "who" or "which" with the same antecedent. *e.g.* :—

The book *which* you lent me, *and which* I have not yet read, has been taken away by our brother.

5. When the conjunction "both" is used, it should be followed by "and," not by "as well as." The following sentence is wrong:—

> *Both* in London *as well as* in the country there was great excitement.

The correct form of the sentence would be :—

> *Both* in London *and* in the country there was great excitement.

6. *Either* rhould be followed by *or*, *neither* by *nor*.

7. *Though* should be followed by *yet* not *but*.

ORDER OF WORDS AND PHRASES

1. In order to be clear and correct in expressing our thoughts, the words in the sentences we use should be in their natural order. Mistakes are often committed on account of neglect in this respect. Consider the sentence,

Fos sale, a piano, the property of a musician *with carved legs*.

In this sentence, the words "with carved legs" refer really to "a piano" and should be placed immediately after "a piano." But placed as they are, they would suggest that the musician had carved legs.

Consider the following sentences and see how they violate the natural order of expression:—

(*a*) The captain took the things which the gods provided with thankful good humour.

(*b*) They attacked Northumberland's house whom they put to death.

(*c*) He repeated the whole poem after he had read it only once with perfect accuracy.

(*d*) Our correspondent saw several soldiers dead riding over the battlefield.

(e) The half-yearly directors' meeting.

2. When a noun or a noun phrase or clause is in apposition to a noun, it should not be separated from it by any word, e. g.

For *Herodia's* sake, *his brother's wife.*

In this sentence, the phrase "his brother's wife" has been separated from "Herodia's" and is wrong. The sentence should be "For the sake of Herodia, his brother's wife."

3. A relative pronoun or adverb should be placed as close to its antecedent as possible, *e. g.*

" I have studied Tennyson's Enoch Arden, who was a great poet." should be "I have studied Enoch Arden by Tennyson who was a great poet."

4. When an adverb qualifies a sentence as a whole, it should be placed at the beginning *e. g.*

Unfortunately, I was absent from the meeting.

If this rule is violated, quite a different meaning might be suggested by the sentence, *e. g.*

Happily he did not die. He did not die *happily*.
At length he wrote to her. He wrote to her *at length*.

4. Position of **only**. Many mistakes arise on account of the use of the world "only" in the wrong place.

I lived *only* in that house for the week.
I lived in that house *only* for the week.

These two sentences have a different meaning according to the place of "only". The first sentence means that I lived in that particular house and no other house. The cental idea is about the particular house. The second sentence means that I lived for that week only, emphasis being laid on the particular week.

6. Students should be careful about the proper place of the words "even", "alone" "not only", and "neither."

EXERCISES

Re-arrange the words in the following sentences to make sense:—

(*a*) Dr. Walker, the author of *Physical Chemistry*, also is a great lecturer.

(*b*) Political bigotry only is worse than religious fanaticism.

(*c*) They built a theatre for five hundred people ninety feet long.

(*d*) He blew out his brains after bidding his wife farewell with a pistol.

(*e*) The chair cost five rupees on which he sat.

(*f*) I saw some boys going to school through the window.

(*g*) In one hour I counted sixty-four carriages sitting near the window.

MISCELLANEOUS COMMON ERRORS

1. Do not say "did not ought" for "ought not."
2. Do not say "young age" for "youth."
3. Do not say "I have many works or much *works* to do" or " I have *a* work to do." Say "I have much work" or "Many pieces of work" or "Some work."
4. Do not say "He says me fool or he tells me fool." The proper verb is "calls."
5. Do not say "They call him *as* Guru." "They made Delhi *as* capital." "They appointed him *as* captain." "As" is not used with verbs of naming, making and calling such as the above. It may be used with verbs of describing such as "consider, know, define, regard," *e.g.*: "They regard him as their Guru."

6. Don't say "Blotting" or "a blotting paper" for "blotting paper" or "a news," "a business," "an urgent business." The article is unnecessary.

7. Do not say "Boarding" for "Boarding house."

8. Do not say "my family members." Say "the members of my family."

9. Some nouns are never used in the plural *e.g.*, poetry, scenery, rice, hair. Do not say "poetries of Shakespeare" or "sceneries of Kashmir."

10. Avoid the expression "Do the needful." It is a slang phrase used ordinarily in the sense of "to pay the necessary money." Do not use it in the sense of "to make necessary arrangements" or "give the necessary orders."

11. Don't say "I have ordered *for* a copy of this book." The verb "order" is a transitive verb and does not require any preposition.

12. "To give an examination" is wrong, when the meaning is "to be examined." "To give an examination" means "to examine" while "to take an examination" means "to be examined."

13. Don't use "myself" and other reflexive pronous alone as subjects or objects in sentences. It is wrong to say "Krishna and *myself* went out" or "He is not as tall as *myself*." Use "I" in place of "myself."

14. Don't use "supposing if" as in "supposing if I beat him." The two words should not come together. It is sufficient if you use only "supposing."

15. Instead of "I now *take your leave*" say "I now take leave of you." It is much better, however, not to use any of these expressions at all. It is more English to say simply "May I go now" or "I should like to go now."

16. Instead of "copy" say "copy-book," instead of "holder" say "pen-holder," and instead of "passing marks," say "pass marks."

17. Don't use "no any" for "no" as in "I have no any book." Say "I have no book."

18. Don't use "much" before an adjective in the positive degree. For instance, it is wrong to say "I am *much thankful* to you." Use "very" in place of "much."

19. Do not say, "One hundred fifty," etc., say "One hundred and fifty."

20. It is wrong to say "*He married with* that girl"; say "He married that girl" or "He was married to that girl."

21. The word "drown" should be used of living things only. We cannot say "The ship was drowned." It should be "the ship was wrecked, or sunk."

22. Do not use the word "deny" for "refuse." It is wrong to say "I asked him to come but he denied."

EXERCISES (First Stage)

Correct the following sentences:—

Neither the character nor the conduct of Miss Fitz Jones are imaginary.

He did't ought to have broke the window.

Every member of our families have been away.

As neither John nor Thomas are going, let you or I go.

There is many occasions in life in which silence and simplicity is true wisdom.

The fame of this man and of his actions were noised abroad.

Time and tide waits for no man.

Patience and diligence, like faith, removes mountains.

This here dog is not so fierce as that there one.

Between you and I, I do not trust him.

I thought it was him.

Jack and Jill is going up the hill.

Me and Tom Brown are going fishing.

Jack didn't ought to tease his little sister.

Nothing but vain and foolish pursuits delight some people.

A degree of awkwardness and dignity were blended in him.

The support of so many of his relations were a tax upon his industry.

One and nineteen makes twenty.

Who betrayed him? Not me.

May I as well as thee be meek and patient!

You have as many chances of getting on as them.

I am resolved not to give in neither now nor in future.

He has not yet wore off his rough manners.

He had mistook his interests and found himself forsook by all his friends.

The run would not have harmed him if he had not fell.

Who brought these flowers? Me.

They have chose the best books in the shop.

Was you there or was it him?

Many a Frenchman are to be found in London.

Who did you expect to have seen here.

He and they we know.

She that is idle and mischievous reprove sharply.

He invited my brother and I to see his library.

Idleness and ignorance is the parent of many vices.
Either James or John have great cause for complaint.
We cannot by no means permit you to go.
He don't mind what I say.
Whatever others do let those and I act wisely.
He who committed the offence I will punish.
Will you take Mary and I for a row ?
The boy brought some fruit for my sister and I.
By sailing on so stormy a day he run a great risk.
Neither riches nor honour nor no such blessings satisfied him.
Be truthful nor take no thought of falsehood.
Don't he want any help ?
That aint the right answer to that question.
She don't mean to work to-day.
There is a horse and a cow in the paddock.
There stands Tom and his brother.
The dog laid down and went to sleep on the mat.
I seen Jack last week; he gave me a kite.
Who is that knocking ? Me.
Thou were in the wrong.
That is him.
The horse is laying down in the stable.
The baby is laying asleep in the cradle.
I cannot tell who to compare them to.

UNIVERSITY QUESTIONS
The Punjab M. S. L. C.

I. *Correct the following sentences:—*

(1) He is very desirous to succeed in business.
(2) His father prevailed on his returning home.

(3) Am I correct to think that you are Sir Arthur's son ?

(4) I soon expect to have finished my work.

(5) An uncle's or an aunt's son is a cousin.

(6) Having failed in this attempt, another was made.

1906.

2. *Correct the following sentences* :—

(*a*) He said that he likes the cricket and football.

(*b*) I was very obliged to him for the good advices he gave me.

(*c*) I have passed Matriculation since two years.

(*d*) May I ask your favour of sending an answer.

(*e*) I have not such any benevolent as by his help I can find any employment.

1908.

3. *Correct the following sentences* :—

(*a*) As my son has been suffering from fever since last day, I beg to inform you that please grant his leave for two days.

(*b*) In 99 cases out of 100, people get rid of fever at all. But the difficulty is with persons who are prejudiced to take quinine.

(*c*) Although he said he was not going but still he went there.

1909.

4. *Correct the following sentences, giving reasons for any alterations that you make* :—

(1) Of all others he is by far the best pupil.

(2) Robert has been unwell since four days.

(3) He was more popular but not so much esteemed as his predecessor.

(4) A boy is known from the character of those who he associates with.

1910.

5. *Correct the followwig sentences:—*

(*a*) I have not had some breakfast this morning.

(*b*) He will not listen what you say.

(*c*) Little money is better than none.

(*d*) He exactly stood in front of me.

1911.

6. *Correct the following sentences :—*

(*a*) He recommended for me to the Magistrate.

(*b*) He does not obey to my words.

(*c*) I tried, but could no prevail him.

1912.

7. *Re-write the following, correcting any mistakes of grammar, spelling, punctuation, etc., that you find :—*

I am much sorry to hear that you have been ill. Inspite of my warnings I expect you have been working to hard. The principal involved in the proverb all work and no play makes Jack a dull boy is a sound one and though you may think you can neglect it with impunity but you will find you are mistaken. Until you have a good health again I cannot recommend for you to be a Doctor as the practice of that profession is too arduous and you would not benefit your any patients. Certainly none of your family members would come to you in order to be cured.

1914.

8. *Correct or justify the following, giving reasons :—*

(*a*) The Jury was dining.

(*b*) The fleet have sailed.

(*c*) Lake Superior is the largest of any other lake in the world.

(*d*) Either the boy or the girl were there.

(*e*) This is such an honour which I never expected.

1915.

9. *Re-write the following, correcting all mistakes in spelling, grammar, punctuation, etc. :—*

My family members told me, "John, what this is ? You had been three years in the IVth class and cannot get promotion inspite of your teachers efforts. At cricket also we hear you are loosing your skill, and you shalll not get into the 1st XI until you will practice more hard."

1916.

10. *Give the main rules for the sequence of tenses in English and justify or correct the following:—*

(*a*) He said he will write to you tomorrow.
(*b*) Wherever I went I have seen nothing but misery.
(*c*) He is working hard that he might succeed.
(*d*) When do you intend to have finished your book?
(*e*) When did you intend to finish your book ?

1917.

11. *Re-write the following correcting any mistakes you can find, but not changing what is right:*

(*a*) In my opinion though the jews are a too great a race and have guarded themselves wonderfully from contact to other nations, but they cannot benefit of their insolation in the long run.

(*b*) Until you are not able to type more quickly I am not prepared to recommend for you to the Chief Secretary; inspite of this I hope you would not be discouraged nor cease to enjoy.

1918.

12. *Correct the following giving reasons:—*

(*a*) The sceneries of Switzerland are very fine.
(*b*) The hall is full, there is no place for any more.
(*c*) This paper is superior than that.
(*d*) His conduct is such which I cannot forgive.

(e) Please recommend for me to the judge.

(f) I request your favour of granting me three day's leave.

1919.

13. *Correct the following:—*

It is a long tlme since I have not received any letter from you. Why you are so lazy in writing? I am fearing that you might not be ill. When I reached at my house, I disposed off my work, but a severe cold caught me. My friend said that why you do not see a doctor, but I replied him that I shall be dead before the coming of doctor. Death is preferable over doctor.

1921.

14. *Write out the following correctly:—*

Although I am in my home where I ought to be happy but I am sad. "Why I am sad." Ask you? My Head Master told before I came off from school that he refuses then and there my promotion to highest class. He particularly angry for my English. Why it is; He expressed that I am a lazy good for anything boy to much fond game and other fun. He states that he would write to my father. Therefore I feel not as if I am jolly. Therefore I cannot enjoy.

1921.

15. *If you find any mistake in the following sentences correct them:—*

(a) It is one of the most satisfactory proposals that has ever ben made.

(b) He is one of the best scholars that have ever lived

(c) I differ with you entirely.

(d) I tell thee that thou art a knave and if you do not improve in spite of my warning, I will dismiss you

(*e*) The army having lost their leader was defeated !

(*f*) The army with all its banners waving was advancing.

(*g*) I never did it nor ever shall.

(*h*) Man, though he has great variety of thoughts yet they are all within his breast.

1922.

16. *Correct the errors in the following* :—

(*a*) This is a long paper; have you completed ?

(*b*) Do you know when will the message come ?

(*c*) When I went to house, I found he has died by cholera.

(*d*) I am suffering from fever since five days and cannot in spite of my efforts come to prize distribution.

(*e*) I came to a large tree laying across the road.

(*f*) The end of this game was somewhat different than that of most games.

(*g*) Shakespeare is greater than any dramatist.

(*h*) He who had always inspired in her a respect which almost overcome her affection, she now saw the object of open pleasantry.

1923.

17. *Correct the errors in the following* :—

(*a*) There is a cattle underneath the tree.

(*b*) The mad boy sat for the rest of night looking at full moon.

(*c*) It is very hot to go for out walking.

)*d*) I spent my vacations in Kashmir, and enjoyed much.

(*e*) He goes to shoot daily to the forest.

1924.

18. *Correct the errors in the following sentences* :—

(*a*) Why I should write to him when he does not write to me.

(*b*) My tennis-bat is much more superior than yours.

(*c*) A red and white cow are in the field.

(*d*) I know if it were them who committed the crime, but I am certain it was not him.

(*e*) He is my eldest son.

1925.

H. S. EXAMINATION (Allahabad)

1, *Correct the following sentences* :—

(1) The mango was so big that ordinarily it is not found.

(2) He for a long time curiously saw towards it.

(3) The peasant thought that how should he please the landlord.

(4) He took his cow and presented to the landlord for being accepted but he denied.

(5) The man who built this fine temple must have been a clever and artful fellow.

(6) The whole presents a very beautiful scenery except for the smokes which rise from the tall chimneys.

1911.

2. *Re-write the following sentences correctly* :—

(*a*) My family members were pleased to hear of my success.

(*b*) Scarcely it was ten o'clock when bell rang.

(*c*) He asked him that why you have left the school.

(*d*) How much books you have given me.

(*e*) Suppose the rain falls, there would be famine.

1912.

3. *Re-write the following in correct English*:—

(1) They went to Benares and enjoyed there for several days.

(2) Students get fever in rainy season, but this is not the case of those who take quinine regularly.

(3) I have to inform to you that I intend upon going home.

(4) What he can do, seeing he cannot get an employment ?

(5) The boys were eating apples in the class room, which they had bought in the bazaar.

1913.

4. *Correct giving clearly your reasons for each correction*:—

(*a*) Who does this book belong to ?

(*b*) Each of us have separate rooms to sleep in.

(*c*) The teacher asked him whether he has passed his examination.

(*d*) While running after the ball the wind blew his hat into the river.

(*e*) He encouraged me for applying after the post.

1915.

5. *Correct the following sentences giving in each case full reasons for your corrections*:—

(*a*) The public is naturally much impressed by this evidence, and in considering it do not make necessary allowances.

(*b*) A boy dressed up as a girl and a girl dressed up as a girl is the same thing.

(*c*) I am not sure that yours and my efforts would suffice separately.

1924.

IV

ANALYSIS OF SENTENCES

COMPLEX AND COMPOUND SENTENCES

A simple sentence contains one subject and one verb. But there are other sentences which contain more than one subject and more than one verb. Consider the two following sentences:—

(*a*) Rama who *is* a friend of mine *lives* there.

(*b*) We *get* very thirsty and *drink* a lot of water.

In each of the above sentences we find that there are two verbs. The first sentence has *is* and *lives*. The second sentence has *get* and *drink*. Both verbs in each sentence have their subjects as well. They are therefore not simple sentences. The first sentence consists of two simple sentences—"*Rama lives there*" and "*Who is a friend of mine.*" The second sentence consists of two simple sentences—"*We get very thirsty*" and "*We drink a lot of water.*"

When a sentence is composed of two or more simple sentences, each simple sentence in it is called a **clause**. Thus each of the above sentences has two clauses. Now, are these sentences of the same kind? Consider the first sentence. The two clauses in this sentence are not independent of each other. The chief thought of the sentence is "Rama lives there." The other clause "Who is my friend" is not equally important. It only serves as an adjective for Rama. Without the first clause, this second clause will have no meaning. It is therefore dependent on the first clause. Such a dependent clause is called **"A Subordinate clause."** So the first sentence is composed of one principal clause and one subordinate clause. A sentence which contains one principal clause and one or more subordinate clauses is called a **Complex sentence.**

Now look at the other sentence. It has two clauses but both clauses are independent. One does not depend upon the other. Such clauses are called **co-ordinate clauses.** A sentence composed of two or more co-ordinate clauses is called a **Compound sentence.**

EXERCISES

1. *Point out the sentences in your prose text which contain more than one finite verb.*

[This exercise is the very first step to a clear understanding of complex and compound sentences. Endless numbers of exercises of this kind can be done from the prose books used in the class.]

2. *Divide the above sentences each into simple sentences.*

[This exercise must be done at the same time as the first. As soon as a sentence containing more than one finite verb has been found, the student should point out the clauses in it.]

2. *In the following sentences point out which are the subordinate clauses :—*

Do you know the the place where I live. It grows cool when the rains come. He promised that he would come. The man who spoke to you is a stranger. The army marched when the sun rose. He thinks that I am like him. I cannot see what flower is in your hand. The fact is that he is too quiet. The man clung to the branch which was about to fall. The poor boy forgot the insults which had been poured upon him. The place was surrounded by rocky mountains which were always covered with snow. Not a soldier discharged his farewell shot over the grave where our hero we buried. He jumps when I get up. I shall return as soon as I can. He was afraid of the punishment because he had done wrong. When I crossed the moor I saw the solitary child. As we proceeded, the crowd increased every moment. The man who came here is a great man. While he was hesitating, the king's force made an attack. He did all

that he could. When animals could speak, elephants had no trunks. At this time there lived in Africa a young man who was famous for his learning. Look how the young kids are skipping about. No one who knows him will think so. The lion's hunger was so great that he devoured the whole animal.

4. *Point out sentences in your prose text which are compound or complex.*

N.B.—[The above four exercises must be done in the order in which they are given. They are intended to lead the students step by step in natural gradation.]

COMPLEX SENTENCES

We have already learnt that a complex sentence is one which contains one principal clause and one or more other clauses subordinate to the principal clauses. Let us study more sentences of this kind.

(*a*) I know *that he will come.*

(*b*) The man *who came here* is my friend.

(*c*) He gets up *when the cock crows.*

In the first sentence the principal clause is "I know," "that he will come" being a subordinate clause. The subordinate clause does the work of an object to the verb "know." I know *what*? I know *that he will come.* An object is usually a noun or a pronoun. This clause must be something like a noun or a pronoun. But as it is not like a pronoun it must be like a noun. It is not a noun but is used as a noun. A clause which does the work of a noun in a complex sentence is called a **noun clause.**

Now look at the second sentence. The principal sentence is "The man is my friend." The other clause "who came here" only says something about the noun "man." It is used as an adjective to man. *What* man? *This* man. A subordinate clause which does the work of an adjective qualifying some noun in the principal clause is called an **adjectival clause.**

Now look at the third sentence. The principal clause is "He gets up." The other clause gives only the time when "he gets up." It serves as an adverb for the verb "gets up." He gets up at *what time?* "*When the cock crows.*" Instead of one adverb, a whole sentence is used as an adverb. A subordinate clause which does the work of an adverb is called an **adverbial clause.**

Subordinate clauses, then, are of three kinds—the noun clause, the adjectival clause, and the adverbial clause. We shall now study more examples of each kind.

THE NOUN CLAUSE

(*a*) A noun clause can be a subject in a complex sentence; *e. g.*:

That you think so is strange.

(*b*) A noun clause can be complement to a verb of incomplete predication, *e.g.*

The fact is that *you have come too late.*

(*c*) A noun clause can be an object of a verb in the principal clause, *e.g.*

I know *that he will come.*

(*d*) A noun clause can be in apposition to a noun or pronoun' *e.g.*:

(1) The idea that *man is descended from the monkey* is offensive.

(2) It is known that *he did the mischief.*

(*e*) A noun clause can be an object to a preposition, *e.g.*
I am ignorant of *what happened.*

The best aid for finding out whether a particular clause is a noun clause is to substitute the word "something" for it and see if the sentence makes complete sense. Consider the various sentences given above. If we substitute the word "something'' they will be as follows:—

Something is strange.
I know *something*.
The fact is *something*.
The idea (or *something*) is absurd.
It (*i.e., something*) is not known.
I am ignorant of *something*.

All these sentences make sense and as the word "something" does the work of a noun, the clauses for which it has been substituted are noun clauses.

EXERCISES

1. *Point out the noun clauses in the following sentences and state why they are noun clauses:—*

I know what you have been doing. He thinks that I am like him. You say the sun shines bright. What I see is not pleasant. What you do is wrong. I could not see what he was doing. I believe I can do no wrong. The fact is that I am innocent. It is an admitted fact that he is incompetent. That is why I left Karachi. I thought that I was surrounded by difficulties of all kinds. Why he committed the crime is not known to me.

2 *Supply noun clauses after the verbs in the following:—*

I thought.................I could understand........ We suggested....................We were told.............They heard..............

3. *Supply noun clauses as subjects to the following:—*

...........is false..............is not new...........is not known................is very doubtful...........is reported to be true.

4. *Put noun clauses in place of the italicized nouns or noun phrases in the following:—*

His crime was known to all. The boy answered *the question*. I can hear *your words*. The boy replied "yes." His

father praised him for *his work*. The captain reported the *loss of the ship*. *His coming* is certain. He did not know *the time of his coming*. *Its clause* is a mystery. *His playing us false* is sure.

5. *Convert the following into simple sentences by changing the noun clauses into noun or noun phrases*:—

I am certain that I shall be punished with death. He found that his foot was extremely swollen. He thought that he should make a present to his master. His father asked him what he had done that day. He gave to the dog a part of what he had in the basket. I never heard that there are thieves in the neighbpourhood. They all acknowledge that Togo is the greatest naval hero. I cannot say when the marriage will take place. We infer this from what we have heard of his movements.

THE ADJECTIVAL CLAUSE

An adjectival clause is a subordinate clause doing the work of an adjective. It may qualify the subject in the principal clause, *e. g.* The man *who came here* is my friend: it may qualify an object, *e. g.* I punished the boy *who was mischievous;* it may qualify a complement, *e. g.* It was an event *which attracted great notice;* it may qualify any other noun in the principal sentence, *e. g.* I went to a place *which was infested with robbers.*

EXERCISES

1. *Point out adjectival clauses in the following, mentioning the nouns they qualify*:—

Those boys who have come with dirty clothes should go out. Some boys have caps which are very dirty. I often go to the place where I first met my friend. The boy stood on the burning deck whence all but he had fled. Not a soldier discharged his farewell shot over the grave where our hero we buried. The natives fled beyond the point where a white man could live. The noblest thing that perished there was that young faithful heart. We heard the distant and random gun that the foe was sullenly firing.

2. *Find out 20 adjectival clauses from the pages of your prose book.*

3. *Give examples of adjectival clauses introduced by the words "who, which, that, what, when, where, as, whoever".*

4. *Complete the following sentences by putting adjectival clauses:—*

Those boys......should go out. I know the man......The boy......sat down. The horse......ran off. The child......is mischievous. Do you see the man......? He......is gone. She is married to the man......

5. *Re-write the following sentences, putting adjectives in place of the adjecetival clauses, where possible:—*

The team which won the match was much praised. The boys who passed the examination are here. A man who easily gets excited is a fool. He is a man who always gives alms to the poor. This is a man whom everybody likes.

6. *Re-write the following sentences replacing adjectives by adjectival clauses:–*

Prince Ranjitsingh is a famous cricketeer. Pestonji is a hard-working student. His father is a kind man He stopped at a miserable cottage. A man–eating tiger suddenly appeared in front. The victorious general was led to the hall in triumph. It was a just cause. This is my master's dog. A savage dog bit my brother. Our dwelling house has been pulled down, Cricket is my favourite game.

THE ADVERBIAL CLAUSE

An adverbial clause is a subordinate clause which does the work of an adverb. Like an adverb it may modify a verb, *e. g.* I shall go *when my brother comes*; it may modify an adverb *e. g.* We become so sleepy *that we can hardly keep our eyes open* ; it may modify an adjective, *e. g.* There was such a crowd *that we could see nothing.* Like an adverb, the adverbial clause may express time, *e.g. When you come,* I shall go ; it may express place, *e. g.* We sit *where there is*

a breeze : it may express manner, *e.g.* We work *as well as we can* ; it may express cause, *e.g.* We are healthy *because we observe the rules of health*; it may express condition, *e.g. If we run*, we shall be safe ; it may express purpose *e.g.* We use fans *in order that we might be cool* ; it may express degree or consequence, *e.g.* The work was so hard *that we could not complete it* ; it may express concession, *e.g.* I fine you two rupees only, *though you deserve more.*

EXERCISES

1. *Point out adverbial clauses in the following, stating what they express and what words they modify* :—

When spring comes back, I shall remember my dead brother. He worked so hard that he fell ill. I shall strike when the proper time comes. No sooner had they set sail than they were almost out of sight. We shall be sorry if that is so. We use fans in order to cool ourselves. It is useless to try when the work is impossible. I shall return as soon as I can. It will be much hotter this season than it usually is.

2. *Re-write the following complex sentences, using adverbs in place of adverbial clauses* :—

The whole assembly rose up when he appeared. The tiger followed me as fast as he could. When the sun rose, the tiger went away. He pays all my fees when the proper time comes. The postman came at last though I did not expect him. While they were going on, the horse lost its shoe. When he saw his master, he was glad. What do you do when it rains ?

3. *Re-write the following sentences, using adverbial clauses in plaee of adverbs*:—

They were arrestsd soon after their arrival. During childhood I lived with my mother. This will last throughout his life. My brother treats me kindly. He never treats me harshly. Yesterday he sent me five rupees. He carefully watches over my education. The train came in punctually.

5. *Attach adverbial clauses to the following sentences :—*

I see him. He told me. They were much alarmed. He lives. We found the hook. The tiger attacked him. The boy was punished. They are all standing. My brother went home. He works so hard. She is as beautiful. The boy will obey. We had a holiday. They are polite. They eat as much as. I followed him. He is older. He halted. He is such a scholar. I am sorry. We are certain. The dog ran faster. We continued talking. He treated me. We separated.

CONNECTING WORDS IN COMPLEX SENTENCES

If we look at any complex sentence, we shall find that the subordinate clause is connected with the principal clause by some word or words, *e.g.*

(*a*) This is the house in *which* he lived.

(*b*) I ran away *as soon as* I saw the tiger.

In the first sentence, the two clauses are : "This is the house" and "he lived" and the word "which" connects them. In the second sentence, the two clauses are : "I ran away" and "I saw the tiger" and the words "as soon as" connect them. These connecting words are of various kinds. They are sometimes relative pronouns, such as *who, which, what, that;* sometimes adverbs, such as *where, when, whence, whither;* sometimes conjunctions, such as *since, after, until, till, while, as soon as, that, though, because, if, unless, lest* etc.

N.B.—In the case of relative pronouns, the connecting word in a complex sentence is sometimes omitted, *e.g.*, we say "I know he is a good boy" instead of "I know *that* he is a good boy" or "Tell me all you know" instead of "Tell me all *that* you know."

TWO OR MORE SUBORDINATE CLAUSES

When a complex sentence has two or more subordinate clauses, these subordinate clauses may be both subordinate to the principal clause and co-ordinate to each other, *e.g.*, in the sentence "We learnt that he had passed the examination and would soon be coming." The two subordinate clauses are "he has passed........." and "he would......coming." But they are not dependent on each other. Such clauses are called **co-ordinate subordinate clauses.** Some times a clause is not subordinate to the principal clause direct, but to some subordinate clause, *e.g.*, "This is the man who told me that he was a pleader." In this sentence, the principal clause is "This is the man," the clause subordinate to this is "who told me," while the clause "he was a pleader" is subordinate to "who told me," being a noun clause serving as an object of the verb "told." Such clauses which are subordinate to some subordinate clauses are called **sub-dependent clauses.**

It should be noted that clauses which are subordinate to the principal clause direct are not always co-ordinate. Co-ordinale subordinate clauses must be of the same kind. If the subordinate clauses in a sentence are of different kinds, *i.e.*, one a noun clause and the other an adjectival or adverbial clause, they are not co-ordinate, *e.g.*, in the sentence "The man *that I saw yesterday* was surprised *when I asked him the question.*" These two subordinate clauses are not Co-ordinate. In the case of the adverbial clauses if one clause shows time and another shows reason or condition, etc., the clauses are not co-ordinate ; *e.g.*, in the sentence "*When he saw me coming* he went away, *because he did not wish to speak to me.*"

HOW TO ANALYSE A COMPLEX SENTENCE

In analysing a complex sentence, we must first find out the principal clause, then the subordinate clause or clauses in the sentence and their kind, and then the connective or

connectives joining various clauses. After we have found these, each clause is to be analysed as any simple sentence is analyed. Take, for instance, the sentence "I know that he did the mischief." The principal clause is "I know," the subordinate clause is " he did the mischief." This is a noun clause connected with the principal clause by the word "that". Each clause is then analysed as a simple sentence into subject, predicate, etc.

Sometimes students are asked to analyse a sentence into clauses only.

1. *Principal clause* :—I know.
   Subordinate (Noun) clause :—He did the mischief.
   Connective :—That

2. They tell us of an Indian tree
   Which, howsoe'er the sun and sky
   May tempt its boughs to wander free,
   And shoot and blossom wide and high,
   Far better loves to bend its arms
   Downward again to that dear earth
   From which the life that fills and warms
   Its gratfuel being, first had birth.

(*For analysis see table p. 66*)

If, however, students are asked to analyse a complex sentence in detail, they may do it according to the model given on p. 66.

	Clauses	Kind of Clause	Connective	Subject: With enlargements	Predicate: Verb and Complement	Predicate: Object with enlargements	Predicate: Extension of Predicate
Complex. 1	*a* I know	Principal	..	I	know	...	...
	b That he committed the mischief.	Subordinate Noun—object of 'know'	that	he	committed	the *mischief*	
Complex. 2	*a* They tell us of an Indian tree.	Principal		They	tell	us	of an Indian tree
	b which far better loves to bend its arms downward again to that dear earth.	Subordinate adj.—limiting 'tree'	that (Rel.)	that	loves to bend	its *arms*	(1) far better (2) downward ......earth
	c howsoe'er the sun and sky may tempt its boughs to wander free and shoot and blossom wild and high.	Subordinate adv.—limiting 'loves'	how-soe'er.	the *sun* and sky.	may tempt	its *boughs* comp. object "to wander... high"	...
	d frem which the life first had birth.	Subordinate adj.—limiting 'earth'	from which	the *life*.	had	birth	first
	e that fills and warms its grateful being.	Subordinate adj.—limiting 'life'	that (Rel.)	that	fills and warms	its grateful *being*	...

COMPOUND SENTENCES

A compound sentence is one which consists of two or more simple sentences joined together but not subordinate to each other, *e. g., I called him but he made no answer*. A compound sentence has its clauses connected by the following kinds of conjunctions;—

1. *Copulative, i. e.* those which merely join together, as *and, both.........and.*

2. *Adversative, i. e.* those which connect as well as contrast, as *but, still, yet.*

3. *Disjunctive, i. e.* those which connect alternatives, as *either...or, neither.........nor.*

4. *Illative, i. e.,* those which connect two clauses containing statements, one of which is a reason for the other, as *therefore, so, then, for.*

ANALYSIS OF A COMPOUND SENTENCE

In general analysis, only the clauses are to be pointed out and the connectives joining them mentioned. In detailed analysis, the tabular form should be the same as in the case of a complex sentence. On the margin of the form, bracket all the clauses and write the word "compound" instead of "complex."

MIXED SENTENCES

Consider the following sentences:—

1. I asked the gentleman what his name was and he replied that he would not give it out.

2. This is the time when the shaking of the earth shall come and when all deeply-fixed and steadfast things shall be shaken, and he who is not shaken in that time shall be a wondrous strong and mighty man.

In the above two sentences we find that each contains two complex sentences joined by "and." Such sentences might be called **"Compound Complex Sentences."** In analysing such sentences, the plan is exactly the same as in the form already given, but at the top of the form we should write the words,

A compound complex sentence
or
A mixed sentence.

The following are other examples of mixed sentences :—

1. There he sat him down sadly and mourned, saying "Alas and alas ! fain would I again turn to the land of my youth, but the lord of my people himself has bidden me no more to return, for, my thought is not as the thought of my people, and I must dwell apart by myself."

2. Yet while this is true, it is no less true that life has many sides, and we are fitted to sympathise with them all.

3. Fast through the clouds my boat can sail,
But if perchance your faith should fail,
Look up—and you shall see me soon.

The above sentences are neither purely compound nor complex sentences. They have subordinate clauses as well as co-ordinate clauses mixed together. In analysing such sentences, students must clearly mention whether a clause is subordinate to another or co-ordinate.

KNOTTY POINTS IN ANALYSIS

1. When the pronoun "it" is used as subject in a sentence and a noun clause is used in apposition to it, both "it" and the noun clause should be put under the heading of the subject, *e.g. It* is true *that he fell.*

2. "There" when used in the beginnig of a sentence, *e.g.:* "There was a large amount of work to be done" should

be analysed like "it" above. "It" and "there" should be put in brackets before the real subjects as below :—

(It) that he fell is true.

(There) a large amount of work was to be done.

3. Exclamations, vocatives, parentheses, must be omitted from analysis.

4. When a sentence occurs within another sentence without its being necessary, it should be analysed separately after the main sentence has been analysed.

5. When a sentence occurs within inverted commas after a verb, *e.g.*, He said "you are wrong," the whole sentence should be analysed as a simple sentence with "you are wrong" as object. The sentence "you are wrong" should be analysed separately.

6. A sentence in the form of a question is analysed as if it were not a question, *e.g.*:

What are you doing ?

Subject :	you.
Predicate :	are doing.
Object :	what.

7. When a verb has two objects, one direct and one indirect, as in "I teach *him mathematics*," this should be mentioned in brackets against each object.

8. The complement of a verb of incomplete predication must be placed with the verb.

9. Analysis of the following sentences is typical and must be carefully noted:—

(*a*) I was so disgusted that I left the room.

(*b*) I work better than you do.

(*c*) I eat as slowly as I can.

(*d*) All but one fled.

(*e*) He does nothing but sleep.

(*f*) He could see nothing but the blue sky.

In (*a*) "was disgusted" is the predicate, "so" is extention of the predicate, "that I left..." is an adverbial clause of consequence modifying "so."

In (*b*) the predicate is "work", "better" is extention of the predicate, "than you do" is an adverbial clause of degree modifying "better."

In (*c*) "eat" is the predicate, "as slowly" is extension of the predicate, "as I can" is an adverbial clause of manner modlfying "as slowly."

In (*d*) the phrase "but one" is enlargement of the subject "all."

In (*e*) and (*f*) the phrases "but sleep" and "but blue sky" are enlargements of the object "nothing."

10. **Contracted sentences.** Compound sentences are often contracted, *i.e*,. their clauses are not fully expressed, *e.g.* "*He went out and soon returned*" is a compound sentence which is equal to "He went out and he soon returned," or "*Rama and Krishna were successful*" is equal to "Rama was successful and Krishna was successful.' In analysing such contracted sentences, the sentence must first be expressed in full and then it should be analysed in the usual way.

As and *than* generally indicate contracted sentences.

II. Present participles if not easily turned into continuous tenses by supplying some part of the verb *to be*, must be treated as adjectives qualifying the preceding noun *e.g.* the *reigning* king.

EXERCISES (First Stage)

Analyse The following in detail :—

1. A glorious city thou shalt build,
   And name it by thy name.

2. Needlessly irritated through this misunderstanding, he dealt my brother a violent blow.

3. There is no place like home.

4. To err is human.

5. Love had he found in huts where poor men live.

6. To make a revolution every day is the nature of the sun, because of the necessary course which God hath ordained it.

7. Slandering a prince deserves sharp punishment.

8. What verdict did the jury pronounce ?

9. I am alone the villain of the earth,
And feel I am so most.

10. When first, descending from the moorlands,
I saw the stream of Yarrow glide,
Along a bare and open valley,
The Ettrick shepherd was my guide.

11. This he did, spreading his garments, and commanded the *boy* to speak.

12. No meat eats so sweet as that for which we do not pay.

13. Soon as the evening shades prevail,
The moon takes up the wondrous tale.

14. Breathes there a man with soul so dead,
Who never to himself hath said,
"This is my own, my native land?"

15. The swallow stopped as he hunted the bee.

16. The thirsty earth soaks up the rain,
And drinks and gapes for drink again.

17. If you could for a moment imagine yourself a king endowed with limitless powers, you might realize something of the feelings of this man.

18. Call me what you please.

19. How happy is he born and taught
That serveth not another's will.

20. Upon death's purple altar now
See where the victor-victim bleeds.

21. Only the actions of the just
Smell sweet, and blossom in their dust.

22. Bruce, who looked sharply at him, began to suspect that the ruffian guessed who he was.

23. The fact that he was absent has been established beyond doubt.

24. Lives of great men all remind us
We can make our lives sublime.

25. He that only rules by terror
Doth grievous wrong.

26. 'Tis the eye of childhood
That fears a painted devil.

27. Say not the struggle nought availeth.

28. Stone walls do not a prison make,
Nor iron bars a cage.

29. The greatest of faults, I should say, is to be conscious of none.

30. We trust that somehow good
Will be the final goal of ill.

31. He makes no friend who never made a foe.

32. It is enough to work and die.

33. Fit language there is none
For the heart's deepest things.

34. Those who in quarrels interpose
Must often wipe a bloody nose.

35. God helps those who help themselves.

36. Enough is good as a feast.

37. As the twig is bent, the tree's inclined.

38. A man can die but once.

39. Alone to the banks of the dark-rolling Danube
Fair Adelaide hied when the battle was o'er.

40. When Soloman was reigning in his glory,
Unto his throne the Queen of Sheba came.

41. On his morning rounds the master
Goes to learn how all things fare.

EXERCISES (Second Stage)

1. It frequently saves a world of mistakes to define clearly the terms we use.

2. The owner of the tank, when he beheld what seemed to be a dead jackal, carried the body into the jungle and there flung it down.

3. I knew a man who believed that if a man were permitted to make all the ballads of a nation, he need not care who made the laws.

4. My father, who was an officer, served the Emperor honourably for a long time, and deserved a reward.

5. Let us read, then, what Manu the old Lawgiver tells us about what the King had to do and how he spent his days.

6. When the war will end no one can tell, but that it has lasted so long is explainable.

7. However much we may pretend to be tired of life, it cannot be denied that most of us cling to it with an eagerness that is surprising.

8. Even as the driver checks a restive horse, so do thou if thou art wise, restrain thy passion.

9. The superficial person who has obtained a smattering of many things, but knows nothing well, may pride himself upon his gifts, but the stage humbly confesses that all he knows is that he knows nothing.

10. Strange as it may appear, it is absolutely certain that the man who was so languid that he gave offence to everybody was the best suited for the post.

11. As my gift, which your true love has worthily purchased, take my daughter, and do not smile that I boast she is above all praise.

12. As surely as the fruit-bud falls before the east wind, so fails the power of the kindest human heart if you meet it with poison.

13 Welcome Percivale—
Thou mightiest and thou purest among men.

14. He that will not when he may,
When he will, he shall have nay.

15. Full fathom five thy father lies,
Of his bones are coral made.

16. And, in his mantle muffling up his face,
Even at the base of Pompey's statue
Which all the while ran blood, great Cæsar fell.

17. But when at last the tents were reached,
The suffering Hero raised his head.

18. They turned the tide of conquest, and
The royal ensign waved at last
Victorious o'er the blood-stained field
Just as the weary day was past.

19. There are twenty of Roslins barons bold,
Lie buried within that proud chapelle.

20. Seemed all on fire that chapel proud,
Where Roslin's chiefs uncoffined lie.

21. But still, as wilder blew the wind,
And the night grew drearier,
Adown the glen rode armed men—
Their trampling sounded nearer.

22. The storm came on before its time
She wandered up and down;
And many a hill did Lucy climb
But never reached the town.

23. They wept—and, turning homeward, cried
"In heaven we all shall meet !"
When in the snow the mother spied
The print of Lucy's feet.

24. No mate, no comrade Lucy knew;
She dwelt on a wide moor,
—The sweetest thing that ever grew
Besides a human door.

25. For lo ! when through the vapours dank,
Morn shone on Ettrick fair,
A corpse amid the alders rank,
The palmer weltered there.

BOMBAY UNIVERSITY PAPERS

1. *Analyse the following sentences:—*

(*a*) When you are ready, please write "This is the house that Juck built." 1911.

(*b*) When through life unblest we rove,
Losing all that made life dear,
Should some notes we used to love
In days of boyhood meet our ear,
Oh ! how welcome breathes the strain !
Waking thoughts that long have slept,
Kindling former smiles again,
In fading eyes that long have wept. 1912.

2. *Break up the following into its several clauses and state the relation between them:—*

I heard a thousand blended notes,
While in a grove I sat reclined;
In that sweet mood, when pleasant thoughts
Bring sad thoughts to the mind. 1916.

3. *Analyse:—*

Ruskin and Browning are clear enough proof that it is possible to be passionately interested in moral problems in an artistic way; while at the same time it is true, as I have said that if any man cares eagerly for beauty, and does his best to present it, he cannot help teaching all those who are searching for beauty and only require to be shown the way. 1913.

4. *Break up the following into its several clauses and state the relation between them:—*

It has been asserted that in their occupations, elephants are to a surprising extent the creatures of habit, that their movements are altogether mechanical and that they are annoyed by any deviation from their accustomed practice, and resent any constrained departure from the regularity of their course. So far as my observation goes, this is incorrect; and I am assured by officers of experience, that in regard to changing his treatment, his hours, or his occupation, an elephant evinces no more consideration than a horse, but exhibits the same pliancy and facility. 1914.

5. *Break the following passage into its several clauses and state the relation between them:—*

He took her soft hand, ere her mother could bar,—
'Now tread we a measure !' said young Lochinwar.
So stately his form, and so lovely her face,
That never a hall such a galliard did grace:
While her mother did fret, and her father did fume
And the bridgeroom stood dangling his bonnet and plume.
And the bride-maidens whispered. 'Twere better by far,
To have matched our fair cousin with young Lochinwar.

1915.

6. *Analyse:—*

"But when the last of those last moments came" (said he)
"Annie, my girl, cheer up, look to the babes and till

I come again, keep every thing ship-shape, for I must go." 1919.

7. *Break up the following passage into its several clauses and state the relation between them:—*

For we are all, like swimmers in the sea,
Poised on the top of a huge wave of Fate,
Which hangs uncertain to which side to fall.
And whether it will heave us up to land,
Or whether it will roll us out to sea,
Back out to sea, to the deep waves of death,
We know not, and no search will make us know:
Only the event will teach us in its hour. 1922.

THE PUNJAB UNIVERSITY

1. *Give a full analysis of the following lines:—*

The triumphs that on vice attend
Shall ever in confusion end;
The good man suffers but to gain,
And every virtue springs from pain. 1911.

2. *Give a full analysis of the fyllowing sentence:—*

A blind man carrying a lantern in his hand, was walking alone one night, when he was met by a thoughtless young fellow, who laughed at him and said, "O fool! day and night must be alike to you; of what use can this lamp be to you?"

1912.

3. *Analyse the following :—*

It was six men of Hindustan,
To learning much inclined,
Who went to see the elephant,
(Though all of them were blind,)
That each by observation
Might satisfy his mind. 1913.

4. *Analyse into clauses only and state what kind of clause each is:—*

I was so angry that, if I had met him in the street, I should have knocked him down and not waited to ask him why he had written me such an insulting letter, as he had. 1914.

5. *Analyse into clauses only, arranging your work in tabular form, under the headings—clause, kind, function:—*

In Islington there was a man,
Of whom the world might say,
That still a godly race he ran,
Whene'r he went to pray.

6. *Analyse into clauses only (stating fully what kind of clause each is, and what function it performs) :—*

Countries near the sea have often a more temperate climate than others; but we shall be greatly mistaken if we think that this is always the case. 1916.

7. *Analyse into clauses only, stating fully the kind and function of each clause:—*

"But you are lovely leaves, where we
May read how soon things have
Their end, though ne'er so brave." 1917.

8. *Analyse into clauses only, stating fully the kind and function of each clause:—*

"For when we came where lies the child
We lost in other years,
There above the little grave,
We kissed again with tears." 1918

9. *Analyse into clauses only, stating fully the kind and function of each clause:—*

"Upon the first day of the week, when we were gathered together to break bread, Paul discoursed with them, intending to depart on the morrow, and prolonged his speech until midnight." 1919.

10. *Analyse into clauses only, stating the kind and function of each clause:—*

The man whom I hit on the head with a stick on my way home from school on Monday, says that when he meets me in the road again he will beat me until I cry for mercy.

1920.

11. *Write out the several clauses of the following sentence, and name each of them according to its kind or function:—*

The fox, who had been very much alarmed, now judged that there was no reason for fear and demanded of the ass how he had dared to put on a skin which but a little while before had belonged to an animal so noble that he was regarded as the king of the forest. 1921.

12. *Analyse into its component parts, and mention the function of each part:—*

When people break through the strange feeling which has gathered around it, that it is dull and unreal, and find that it is the most interesting book in all the world, then they will be open for its deeper power to lay hold upon their conscience and heart. 1922.

13. *Analyse the following sentences into clauses, writing out each clause in full, and mention the kind of clause:—*

How this comes to be so I do not know, although I must confess that if I had cared to enquire, I had ample opportunities for discovering why they acted so peculiarly. 1923.

H. S. Examination, Allahabad

1. *Make a clause analysis of the following:—*

The subscriptions raised in Bombay testify to the zeal and eloquence of the deputation which went there, not less than to the generosity of the subscribers, and those who have already worked so hard to bring matters to a successful issue are to be congratulated on the results of their efforts. 1910.

2. *Give a clause analysis:—*

Now, while the money demanded is exeeding all estimates, and the work of excavation and construction is proving no less difficult than was anticipated, advance in medical knowledge has effected a revolution in the health conditions that no one could ever have dreamed of twenty years ago or less. 1911,

3. *Give a clause analysis :—*

After making his purchases, the king went back to his carriage, when the jeweller came out and begged that he would do him the honour of returing to his shop as he had something important to say to him. 1912.

4. *Give a clause analysis :—*

I defended myself to the last, wounded though I was, but, at length, seeing that to offer further resistance was only to court certain death, I put spurs to my horse and dashed onwards until the poor beast dropped from sheer exhaustion. 1913

5. *Give a clause analysis of the following :—*

This indifference proceeded in some cases from sheer indolence, but in most from a belief which nothing could shake that men are fated to die at an appointed time: however, their carelessness soon ceased to strike me with wonder, and it even confirmed my favourite opinion, that some men are born to good and some to evil fortune. 1914

6. *Give a clause analysis :—*

The emperor asked if they would serve his successor, whoever he might be, as faithfully as they had served him, in order that their country might continue to enjoy peace and prosperity. 1915.

7. *Analyse into clauses only, distinctly specifying in each case the kind of clause and its relation to other elauses in the sentence :—*

We were then conducted to the coronation chair, where my old friend, having heard that underneath the chair was a

stone, which was brought from Scotland and was called Jacob's Pillar, sat down in the chair, and asked our interpreter what authority they had for saying that Jacob had ever been in Scotland.

8. *Analyse the passage into clauses only, distinctly specifying in each case the kind of clause and its relation to other clauses in the sentence :—*

He said that his mother was just then absent from home, but that I should not on that account go away, as she would without doubt return soon and, in the meantime, I might arrange with him the details of the business, which I had mentioned to him at our former meeting. 1917.

9. *Analyse the following passage into clauses distinctly, specifying in each case the kind of clause and its relation to other parts of the sentence :—*

"When the opposing forces were thus drawn up opposite to each other, they intimated their animosity and their eagerness to engage by a wild scream, at the same time shaking their swords and menacing each other, as if they meant to conquer the imagination of their opponents before they mingled in the actual strife." 1918.

10. A said to B :—

"To me your death will be more than a disaster; not only shall I loose a friend, the like of whom I shall never find again, but many persons who do not know you and me well, will think that I might have saved you if I had been willing to spend money, but that I neglected to do so, and I shall have the reputation of caring more for money than for my friend."

Give a clause analysis of the above passage, from "To me" to the end.

N. B.:—Clauses must be written out in full ; dots should not be used in place of words. 1919.

11. *Give a clause analysis of the following, showing in each case the kind of clause, and its relation to other parts of the sentence:—*

'On reaching what he deemed a suitable spot the old man halted, and with an inquiring look he seemed to demand if it possessed the needed conveniences.' 1920.

12. *Give a clause analysis of the following showing, in each case the kind of clause and its relation to other parts of the sentence:—*

'What I did, I did from a conviction that it was my duty and I do not see how I could have acted otherwise in the circumstances.' 1921.

13. *Give a clause analysis of the following sentence, stating in each case the kind of clause and its relation to other parts of the sentence:—*

N. B.—Each clause must be written out in full.

To warn me of what was likely to happen if I acted in the way in which I did would have been more friendly than to wait until I made a mistake before offering me your advice.

1922.

14. *Give a clause analysis of the following sentence, stating in each case the kind of clause and the exact relation of each clause to others. Each clause must be written out in full:—*

'It is usually easier to make up your mind what to do than to act in the way you have decided upon, after you have made up your mind.' 1923.

15. *Give a clause analysis of the following passage:—*

His father has told him that if the water comes through a crack of this kind, the crack will widen quickly, that the dam will in a short time be broken through, and that the water from the reservoir will flood the country below and drown hundreds of people. 1924.

16. *Give a clause analysis of the following passage:—*

When I arrived home, if I had not been prepared, it would have started me to find that seven white-haired men, each of whom carried a heavy iron bar, were striving, though the age of no one of them could have been less than seventy five years, to throw down my fence. 1925.

17. *Give a clause analysis of the sentence:—*

'If we would always recollect that we live among men who are imperfect by nature, we should not be in such a fever when we find out our friend's failings.' 1926.

Section II

Foundations of Composition

In this section, we attempt to lead students through the first stages of *English Composition*. All Composition has its primary basis in words. After this basis is truly laid, the next stage is the sentence. We have therefore, first given exercises which will give the necessary drill in the use and the significance of words, and add to the vocabulary of learners. After this follows a drill in all forms of *sentence construction*.

These are calculated to prepare students for the study and practice of Composition proper.

V

EXERCISES IN WORDS

In order to be able to express our ideas, we use words in sentences. The first object of a learner should be to have a large stock of words in his memory, and to be able to choose the right word in the right place. This is acquired mainly by extensive reading of good books. But the following exercises will, to some extent, help students in recalling forgotten words, in forming new words, and will add to their vocabulary:—

FIRST STAGE

1: *Use a Collective Noun in place of the italicized words:—*

(1) *Two* partridges. (2) *Twenty* boys (3) *One hundred and forty four* buttons.

2. *Write down the singulars of:—*

Kine, swine, mice, dice, foci, banditti, mesdames. axes, bases, indices, leaves, sheaves, eaves, geese, errata, criteria.

3. *Write down the Plurals of:—*

Day, fly, monkey, stomach, church, life, fife, knife, radius, genus, genius, Norman, Frenchman, German, proof, wolf, chimney, bureau, canto, potato, quarto, grotto, beef, mischief, commander-in-chief, hand-kerchief, portico, tobacco, brother-in-law, mouthful, folio, cargo, octavo, negro, staff, flagstaff brother, penny.

4. *Write down the Singular or the Plural as the case may be of:—*

Tense, Pe· ce, Vortices, Species, Furmula, Data, Fox, Ox, Beaux, Thief, Grief, Lily, Soliloquy, Governor-General, Maid-servant, Seraph.

5. *Write down the Masculines of* :—

Bitch, ewe, filly, goose, lady-in-waiting, madam, lass, mare, niece, roe, sow, slut, witch.

6. *Write down the Feminines of* .—

Actor, Governor, Spectator, Tailor, Testator, Traitor, Hunter, Master, Songster, Widower, Tiger, Hero, Negro, Sultan, Don, Beau, Earl, Fox, God, Host, Landlord, Stag.

7. *Write down the Masculine or Feminine as the case may be of* :—

Abbot, boy, buck, duck, duke, dame, heifer, maid, marquis, nun.

8. *Write down the Nouns of Common Gender which apply to the following* :—

Boar or sow, cock or hen, father or mother, hart or roe, king or queen, ram or ewe, son or daughter.

8. (*a*) *Form the Possessive Singular of* :—

Justice, conscience, Jesus, Moses and James.

9. *Form the Possessive Plurals of* :—

Wife, lady, child, woman, son-in-law, and German.

10. *Place the Apostrophe where it is required in the following* :—

Mens lives, for righteousness sake, Marys brothers, the boys coat, girls noses, the book-sellers shop, Moses rod.

11. *Write down the Positive Degree of* :—

Better, first, farther, further, last, less, more, next, utmost, worse.

12- *Write down the Comparatives of the following* :—

Fore, late, old, out.

12. (*a*) *Write down the Superlative Degree of the following* :—

Evil, fore, late, little, low, many, nigh, southern, top.

13. *Write down the Comparatives and the Superlatives:*

Sly, gay, holy, lovely, happy, thin, hot, red, wet, cruel, clever, humble, able, noble.

14. *Write down the Past Tense and the Past Participle of the following Verbs :—*

Fall, fell, fly, flee, flow, lie, lay, lose, loose, profit, quit, read, lead, plead, repel, reveal, revel, reply, obey, slay, rid, ride, see, saw, sit, set, sow, sew, speed, heed, win, spin, pin, sting, bring, strike, stroke, strow, strew, differ, defer, offer, confer, strip, gallop, hit, knit, spit, slide, stride, tread, trot.

15. *Write down the Pre:ent and Past Tenses of which the following are Past Participles :—*

Grown, Cleft, Laden, Pent, Shorn, Swam, Sought, Besought, Wound, Worn.

16. *Distinguish between :—*

Born, borne, died, dyed, hung, hanged, laid, lain, ought, rode, rowed, waked, woke.

17. *Write down the Past Tense and the Past Participles of :—*

Awake, beat, begin, bereave, bid, bless, break, chide, climb, crow, creep, dare, dig, draw, dream, drink, dwell, fortell, forsake, freeze, gird, hang, heave, hold, kneel, leap, mow, rive, seethe, shoot, sink, smite, spring, stick, strive, swell, tear, thrive, weave, work, write.

18. *Supply Appropriate Prepositions in the following :—*

1. I shall abide—your decision.
2. The forest abounds—tiger.
3. You must account—me—your conduct.
4. I am acquainted—the gentleman.
5. I acquit you—the charge brought—you.
6. They could not agree—themselves—the subject.
7. He was angry—me—doing this.

8. He was annoyed—his failure.
9. Do you approve—my design ?
10. He arrived—this place—a boat.
11. I am astonished—this.
12. Avail yourself—this opportunity.
13. He is greatly beloved—his father.
14. He was the best—men,
15. Beware—your enemies.
16. He boasted—his wealth.
17. I can bring—his pride.
18. My health broke—.
19. The meeting broke—.
20. A war broke—.
21. —answering, be careful.
22. I can carry—your plan.
23. I called—his house.
24. He was committed—contempt—court.
25. He compensated me—the trouble I had taken—his behalf.
26. I concur—you—your view.
27. He conferred a favour—me.
28. I congratulate you—your success.
29. They conspired—the king's life.
30. I am convinced—his innocence.
31. Your conduct is not consistent—your position.
32. I have decided—this step.
33. He is desirous—fame.
34. I despair—success.
35. He died—thirst.
36. I was disgusted—his foppery.
37. He is disgusted—the world.
38. I cannot dispense—your services.

39. He endeared himself—his people—his kindness.
10. I am enraged—your conduct.
41. He entered—a new course of life.
42. We entered—an agreement.
43. This lady exels—music.
44. His name is familiar—me.
45. He is very familiar—his master.
46. Cattle feed—grass.
47. They feed me—milk.
38. I furnished the servant—money, and he furnished food—the poor.
49. He is good—arithmetic.
50. The man was heir—the crown.
51. He was held—respect—all who knew him.
52. I will not hide the truth—you.
53. I am inclined—disbelieve you.
54. Inquire—the shop—the medicine.
55. I am interested—this matter.
56. He is involved—difficutties.
57. He amassed a large fortune—lending money—great interest.
58. Be mindful—your promises.
59. He is moderate—inflicting punishment.
60 I am in great need—a clerk.
61. He objected—the prososal.
62. I was overcome—shame.
63. The teacher is popular—his pupils.
64. This is preferable—that.
65. He prevailed—me to go with him.
66. This work is not proper—you.
67. I have provided—your wants.
68. He provided—the danger.

69. The trees put—fresh leaves.
70. I put him—mind—his promise.
71. The constable ran—the thief.
72. He rejoiced—it.
73. I can rely—your word.
74. We are all responsible—God—the gifts he has endowed us—
75. He robbed me—my clothes.
76. He was not shaken—his purpose.
77. I did it—purpose.
78. You are short—cash.
79. He shut the door—me.
80. I am tired—my journey.
81. I look—you—my brother.
82. I am troubled—headache.
83. He turned—to be a good boy.
84. The servant should wait—his master.
85. Please wait here—me till I am ready.
86. I will wait—your house till you come.
87. It was a foolish act and worthy—the base intriguers.
88. He yielded—the end— entreaties.
89. In India, English is the language spoken—the ruling class. It is spokon by the higher class of natives—the seats of Government.
90. I was accused—him—theft Monday last.
91. I was charged—him—theft—the police station.
92. I cannot convince you—the truth, for you are in the habit— holding—any opinion you may have formed.
93. I sat—the chair, but he sat—the stool, and she sat herself—the corner—the floor.
94. A am anxious to comply—your request, but you must act conformably—my wishes and discharge—

diligence whatever duties may devolve—you. You must never swerve—truth nor be guilty—fraud, nor yield—any way—temptation.

95. He apprised me—your attention—seeing me. I am at present overwhelmed—work but I shall be glad to see you—another occasion.

96. The doctor, alarmed—the dangerous symptoms which the disease indicated, thought it necessary—call—the advice—another physician and accordingly proposed sending—Dr. Turton.

97. He here heard—the peace which had been concluded—England and France. This event deprived him—the help—his French Allies: and he was obliged to agree—a short truce,—the terms—which he promised to supply the garrison—the beseiged fort—Mangalore—as much food as they should require.

19. *Write dowu the* **Noun Forms** *of the following*:—

1. Abide
2. Able
3. Abolish
4. Abound
5. Accurate
6. Acquit
7. Advise
8. Approve
9. Assert
10. Believe
11. Bind
12. Bless
13. Born
14. Breathe
15. Brief
16. Choose
17. Compare
18 Compel
19. Complain
20. Comply
21. Confer
22. Confide
23. Conquer
24. Consider
25. Constant
26. Consume
2Z. Converse
28. Convince
39. Curious
30. Dear
31. Deceive
32. Decent
33. Decide
34. Deep
35. Delicate
£6. Deny
87. Depart
38. Deserve
39. Destroy
40. Distinguish
41. Do
42. Enclose
43. Endure
44. Expose
45. Extent
46. Entire
47. Fly
48. Forfeit
49. Free
50. Furnish
51. Gay
52. Give
53. Grand
54. Grow
55. Heal
56. Honest
57. Humble
58. Instruct
59. Intend
60. Inquire
61. Jealous
62. Join
63. Just

64. Know
65. Laugh
66. Liable
67. Lose
68. Merry
09. Move
70. Observe
71. Obstinate
72. Occupy
73. Omit
74. Patient
75. Perceive
76. Perform
77. Preserve
78. Presuade
79. Poor
80. Prefer
81. Prevail
82. Proceed
83. Pronounce
84. Prosper
85. Prove
86. Provide
87. Pursue
88. Relieve
89. Remember
90. Require
91. Reside
92. Resign
93. Resolve
94. Say
95. See
95. Seize
96. Sell
97. Severe
98. Simple
100. Sing
101. Slow
102. Solemn
103. Solitary
104. Speak
105. Splendid
106. Steal
107. Stern
108. Strike
109. Stupid
110. Subtle
111. Superficial
112. Suspect
113. Tell
114. Thrive
115. Try
116. Valiant
117. Vary
118. Weave

20. *Write down the* **Adjectival Forms** *of the following* :—

1. Access
2. Accident
3. Advantage
4. Apply
5. Artist
6. Attention
7. Autumn
8. Benefit
9. Bounty
10. Brass
11. Brother
12. Burden
13. Clergy
14. Cost
15. Covet
16. Credit
17. Custom
18. Day
19. Deceit
20. Disaster
21. Division
22. Economy
23. Emphasis
24. Empire
25. Enemy
26. Error
27. Exceed
28. Explode
29. Expression
30. Fable
31. Family
32. Fault
33. Favour
34. Feast
35. Fiction
36. Fire
37. Form
38. Friends
39. Fame
40. Gain
41. Giant
42. Gift
43. Globe
44. Grace
45. Invent
46. Joke
47. Joy
48. Laugh
49. Law
50. Leper
51. Life
52. Lustre
53. Marvel
54. Metal
55. Mischief
56. Moment
57. Offence

58. Origin
59. Part
60. People
61. Perceive
62. Persuade
63. Picture
64. Pity
65. Pleasure
66. Precipice
67. Price
68. Queen
69. Remedy
70. Require
71. Revenge
72. Rule
73. Satisfaction
74. School
75. Scruple
76. Service
77. Shadow
78. Silk
79. Society
80. Sympathy
81. Talk
82. Temperance
83. Tempest
84. Terror
85. Toil
86. Trifle
87. Tyranny
88. Value
89. Vanity
90. Voice
91. War
92. Wealth
93. Winter
94. Wrath

21. *Give the Nouns corresponding to the following Adjectives:—*

Effeminate, Fraternal, Lunar, Manual, Maternal, Mercenary, Ocular, Pastoral, Paternal, Pecuniary, Royal, Rural, Solar.

22. *Form Verbs from the following:—*

Able, advice, alien, bath, beauty, bitter, black, blood, bold, brief, broad, centre, certain, character, chain, class, cloth, companion, courage, danger, deaf, dear, depth, drop, estimation, excess, example, familiar, flame, flat, food, friend, fruit, full, glad, glass, gold, grass, habit, hand, joy, just, knee, knot, liberty, light, long, magnitude, moisture, necessary, peace, poor, power, practice, prison, public, quick, regular, rice, sad, sale, shrine, slave, snare, soft, strange, strong, substance, success, sweet, sympathy, terror, title, union, vapour, and white.

22. *Supply one word for the words italicized in the following sentences:—*

1. The Nile *makes* the valley *fertile*. 2. They *made* the fort *strong*. 3. They *made* the practice *legal*. 4. They *made* the news *public*. 5. They *made* the sugar *pure*. 6. They *made* me *rich*. 7. They *reduced* him *to poverty*. 8. They *put* him in *prison*.

24. *Form* **Diminutives** *from the following:—*

Arm, bull, cat, cock, crown, deer, duck eagle, eye, goose, hill, lamb, lance, maid, man, owl, past, pile, ring, river, shade, stream, swan, thumb, tower, verse.

25. *Give the words that have opposite meanings* (**antonyms**) *to the following:—*

Always, ancient, attach, barren, beautiful, board, busy, comfort, conceal, concerned, confident, cowardice, encourage, favour, forget, fortunate, fortune, forward, friend, happiness, hard, honest, hope, interior, junior, just, knowledge, legible, lend, light, love, manage, merit, able, praise, previous, prosperity, rash, reward, right, seldom, sensible, shallow, similar, smooth, success, temporary, true, use, virtue, wild, worthy.

26. *Re-write the following using the words within brackets:—*

1. The book is not mine (*belong*)
2. He was charged with theft (*accused*)
3. I do not know this (*ignorant*)
4. This is better than that (*preferable*).
5. I cannot endure your treatment (*bear*).
6. I want a pen (*need*).
7. The forest is full of tigers (*abounds*).
8. He was of great help to me (*service*).
9. He ridiculed me (*laughed*).
10. My watch was stolen (*robbed*).

27. *Give one word for the words italicized in each of the following :—*

1. *You*, *he*, and *I* came.
2. Paper *to write on.*
3. Her beauty *beyond description.*
4. We did it *at the same time.*
5. Do not expect to pass *if* you *do not* work hard.
6. No one knows *that* he will *not* be a corpse in an hour.

7. This is something *that cannot be believed.*
8. Handwriting *that cannot be read.*
9. A man *who lacks courage.*
10. A wound *that causes death.*
11. A *document that has been written with the hand.*

Second Stage

1. *Give one word which stands for a collection of :—*

Soldiers, horse-soldiers, robbers, men who help to try criminals, makers of law, judges, cricketers, flowers, people at a lecture, ships, birds, bees, trees.

2. *Use the following words as nouns and verbs :—*

Waste, drive, shower, recruit, sound, thirst, toil, strain, lay, fix, interest, float, hold, pace, move, hurry, hunger, din, border, cut, dawn, feast, court, bar, thunder, shield, soil, spur, stand, advress, colour, spoil, war, turn, salt, reach, report, front, group, dust, line, light, issue, lift, fable, effect, drop, cheer, board, blow, beat, view, watch, tax, store, pass, master, number, dread, bow, beat.

3. *Use the following words as nouns and adjectives :—*

Whiter, mortal, native, equal, fleet, weekly, divine, fair, deep, criminal, common, daily, green, liquid, secret, uniform, due, frank, capital, blind, cold, brass, brick, summer, war, stone, junior, Hindu, steel, general, plain, silk, good.

4. *Use the following as adjectives and verbs :—*

Smooth, single, damp, rank, set, lower, prompt, perfect, fast, fell, secure, humle, weary, thin, sour, tame, steady, clean, open, dirty, free, separate, loose, hollow, lean, dry, clear.

5. *Form* **diminutives** *from the following :—*

Animal, young, thumb, root, weak, tower, stem, statue, seed, river, poet, pipe, pill, part, leaf, lance, lamb, isle, ice, ankle, arm, ball, baron, bird, book, brook, cigar, crown, dog, dame, dear, duck, eagle, eye, globe, goose, hill, home.

6. *Substitute one single word for each of the following :—*

Incapable of being heard, incapable of being read, incapable of being believed, those who are hearing, with one voice, at the same time, to leave one's land and go to a foreign country, biography of a person written by himself, liable to be easily burned, incapable of being repaired, incapable of being consumed by fire, incapable of being divided, incapable of being tried, incapable of being put into practice, more like a woman than man,unable to pay debts, fit to be chosen, easily made angry, ·contrary to law, one who works for the good of mankind, one who is proficient in many languages, a woman whose husband is dead, a child born after the death of his father, a letter which is not claimed by anybody, a language which is no longer spoken by men, a letter without the name of the writer, a speech delivered for the first time, one who can neither read nor write, capable of being seen through, incapable of being seen through, animals which live in water, animals which live on the flesh of other animals, men who eat human flesh, a battle in which neither party wins, a remedy for all diseases, murder of father, murder of mother, murder of self, murder of a king, murder of a brother, incapable of being understood, incapable of being conquered, incapable of being reached.

7. *Give appropriate words for the cries or sounds of the following:—*

A lion, a peacock, a bee, flies, a dog, a jackal, a snake, a lark, a cat, an ass, a horse, a monkey, a mouse, a bull, an elephant, a bear, a tiger, a wolf, cattle, a cock, a raven, a dove, a pig, a frog, a parrot, an owl, a sparrow.

8. *Give appropriate words for the young ones of the following:—*

Duck, stag, goat, frog, dog, cat, hen, sheep, horse, lion, tiger.

9. *Give the names for groups or collections of the following.-*

People, stars, followers, hair, keys, sticks, stones, arrows, grapes, corn, mountains, geese, merchants, ladies, hounds, sheep, waggons, flies, fish, swine.

10. *Give the* **antonyms** *of the following:—*

Deficient, ebb, enthrone, fertile, creditor, acquit, civilized, ascend, arrival, active, reject, conceal, wane, victory, believe, pure, regular, like, sense, smile, temporary, import, inhale, exterior, religious, optimist, plaintiff, humility, scarcity, lenient, inferior, tragedy, far-seeing, slavery, giant, exclude, ignorance, majority, minimum, spendthrift, artificial.

11. **Distinguish between the following pairs of words:—**

Yoke, yolk; teem, team; principle, principal; prescribe, proscribe; precedent, president; persecute, prosecute; martial, marshall; humane, human; ingenious, ingenuous; lightning, lightening; horde, hoard; loath, loathe; illicit, elicit; emigrant, immigrant; eminent, imminent; eruption, irruption; funeral, funereal; draft, drought, draught; descent, dissent; defer, differ; deceased, diseased; corporal, corporeal; counsel, council; defy, deify; corpse, corps; site, cite; compliment, complement; canvass, canvas; causal, casual; symmetry, cemetry; adopt, adapt, adept; ascent, assent; essay, assay; alter, altar; effect, affect; excess, access; aught, ought; bale, bail; beer, bier; hew, hue; practise, practice; sole, soul; coarse, course; cession, session; dying, dyeing; ghastly, ghostly; loose, lose; fir, fur; cask, casque; ceiling, sealing; reck, wreck; seed, cede; waist, waste; ware, wear; admittance, admission; alternate, alternative; aptness, aptitude; beneficial, benificent: conscious, conscientious; considerate, considerable; contemptuous, contemptible; dependency, dependence; excite, incite; exposure, exposition; imaginative, imaginary; imperious, imperial; intimation, intimacy; judicious, judicial; luxurious, luxuriant; juncture. junction; proposal, proposition; practical, practicable; officious, official; sensible, sensitive; spiritual, spirituous; variation, variance; virtuous, virtual; gracious, graceful; successfully, successively; respectful, respectable; lovely, loveable; piteous, pitiful; earthly, earthen; desirous, desirable; amiable, amicable; social, sociable.

12. *Form as many new words from the following as you can:—*

Act, girl, draw, brother, hate, know, think, walk, run, see, lock, bear, pen, paper, sheep, wise, book, husband, duty, boy, man, good, govern, free, fort, gun.

13. *Form nouns from the following:—*

Confess, renew, grow, strong, weak, fly, think, sell, survey, write, eat, see, large, white, dark, red, spell, offend, turn, false, magnify, grand, lend.

14. *Form adjectives from the following;—*

Sun, moon, earth, kitten, bear, ink, news, dog, attend, sheep, goat, lion, girl, snake, woman, snow, rain, bird, wolf, book, fish, tiger, steal, wonder.

15. *Form verbs from the following words :—*

Moral, satisfaction, broad, gold, length, poor, rich, large, new, train, telegram, sermon, electricity, brute, grass, scar, triangle, circle, red, purple, code, verify, white.

16. *Give as many instances as you can of words beginning with the following* **prefixes** :—

i. *a* (abed, ashore), *by* (bystander), *for* (forbid, forgive), *fore* (foretell), *forth* (forthcoming), *in* (inborn), *en* (enlighten), *em* (embitter), *mis* (mistake), *off* (offspring), *out* (outbreak), *over* (overhang), *un* (untrue), *under* (undersell), *with* (withdrawal).

ii. *a* (avert), *ab* (abuse), *abs* (abstain), *ante* (anteroom), *bene* (benefit), *bi* (biweekly), *con* (conceive), *com* (compose), *circum* (circumstance), *co* (coincide), *contra* (contradict), *counter* (contersign), *de* (dethrone), *demi* (demigod), *dis* (discord), *ex* (expel), *extra* (axtravagant), *in* (invade), *im* (immense), *in* (indecent), *im* (immoral), *intro* (introduce), *mal* (malcontent), *mali* (malicious), *mis* (mischief), *non* (nonsense), *ob* (obstruct), *omni* (omnipresent), *pose* (postscript), *pre* (precaution), *pro* (produce), *ri* (refund), *retro* (retrograde), *se* (separate), *sem* (semi-colon), *sub* (subject), *super* (superficial), *sur* (surpass), *tri* (triangle), *uni* (uniform), *vice* (viceroy).

iii. *a* (apathy), *an* (anarchy), *ant* (antagonist), *anti* (antipathy), *arch* (archbishop), *auto* (automatic), *di* (diarchy), *dia* (diameter), *epi* (epitaph), *exo* (exodus), *hemi* (hemisphere), *hept* (heptagon)' *hetero* (heterodoxy), *hexa* (hexameter), *hyper* (hyperbole), *meta* (metaphor), *mon* (monarch), *para* (parasite), *penta* (pentameter), *philo* (philosophy)' *poly* (polygamy), *pro* (programme), *syn* (synonym), *sym* (sympathy), *tri* (tripod).

N. B.—The prefixes in (i) are derived from the English language, those in (ii) from Latin, and those in (iii) from the Greek.

17. *Give as many examples as you can of words ending with the following* **suffixes** :—

i. *er* (gardener), *ard* (sluggard), *dom* (kingdom), *hood* (manhood), *kin* (lambkin), *let* (streamlet), *ling* (duckling), *ness* (mildness), *ship* (kingship), *fast* (steadfast), *fold* (manifold), *ish* (sheepish, reddish), *less* (fearless), *ly* (manly), *some* (gladsome), *wise* (otherwise), *ate* (captivate), *en* (broaden), *fy* (modify), *ize* (systematize).

ii. *able* (eatable), *ible* (terrible), *age* (carnage), *eer* (engineer), *ee* (examinee), *ic* (metallic), *ism* (barbarism), *ist* (artist), *ment* (pavement), *ery* (cookery), *ive* (pensive), *tive* (sensitive), *ose* (verbose), *ous* (glorious).

N. B.—The suffixes in (i) are English, those in (ii) Latin and Greek.

18. *Form adjectives from* :—

India, Bengal, Madras, Bombay, Rajputana, China, Ceylon, Tibet, Arabia, Wales, Burma, Himalaya, Ganges, Egypt, Turkey, England, Switzerland, France, Scotland, Greece, Kashmir, Persia, Rome, price, chalk, east, hand, scholar, heart, sleep, duty, body, vice.

19. *Students should study carefully the following pairs of* **words which are often confounded with each other:—**

nearest, next; loose, lose; choose, chose; statute, statue ; deceased, diseased ; fair, fare ; practice, practise ; official, officious; affect, effect; accident, incident ; purpose, propose; sometime, sometimes; ingenious, ingenuous; learn, teach; rise, raise; lie, lay; stationery, stationary; beside, besides; little, a little; each other, one another; born, borne; sew, sow; proceeding, preceding; currant, current; last, latest; past, passed; accept, except; eminent, imminent; complement, compliment ; principle, principal ; pray , prey ; prays, praise ; bare, bear ; aught, ought ; assent, ascent ; lessen, lesson ; whether, weather; minor, miner; Briton, Britain; write, right; metal, mettle; course, coarse; fourth, forth; whole, hole; ore, oar ; throne, thrown ; root, route ; fowl, foul ; flour, flower ; die, dye; precedent, president; diverse, divers; access, excess; spacious, specious; confidant, confident; deference, difference; descent, dissent ; council, counsel ; assistants, assistance ; whither, whether ; ale, ail ; hail, hale; air, ere, heir ; hair, hare; ant, aunt ; arc, ark ; bawl, ball ; blue, blew ; bow, bough ; cite, sight, site; forth, fourth ; pause, paws ; peace, piece ; pores, pours ; steel, steal ; their, there ; too, two.

H. S. Examination Allahabad.

20. (a) *Give nouns corresponding to the following verbs:—*

defy, purify, refer, consider, proceed, perplex.

(b) *Give adjectives corresponding to the following nouns :—*

rain, pain, globe, effect, practice, night.

In (*a*) and (*b*) illustrate your answer in each case by setting the word you suggest in a short sentence.

1911.

21. *Illustrate, by forming sentences, the difference in meaning in the following pairs of words :—*

lose, loose ; latter, later ; credible, creditable ; disease, decease ; human, humane.

1912.

22. (a) *Write sentences illust ating the use of the following idioms :—*

carry off, carry on, carry out, carry over, carry weight.

(b) *Give the abstract nouns corresponding to the following adjectives :—*

Covetous, accurate, discreet, solid, likely.

1912.

23. *Use correctly the following words in separate sentences:—*

unanimous, mere, prevent, extinguish, indeed.

1916.

24. *In each of the following sentences supply a suitable form of the verb in brackets :—*

(*a*) We (eat) not since yesterday.
(*b*) He (be) not to London since the war (start).
(*c*) How could he go unless he (invite).
(*d*) You look as if you (meet) with an accident.
(*e*) Where (leave) your bag yesterday ?

1917.

25. *Use correctly in separate and complete sentences the following words or phrases:—*

in spite of ; frugal ; ambition ; deprive ; no sooner ; sympathise.

1917.

26. *Form abstract nouns from the following words and write each noun so formed in a complete sentence* i.e., six sentences in all :—

sober ; guardian ; anticipate ; heir ; reconcile ; conclude.

1918.

Punjab M. S. L. C.

27. *Form nouns from the following words :—*

grow, vicious, liberal, curious, frivolous.

(b) *Form adjectives from the following nouns :—*

type, atmosphere, sight, renown, emphasis.

1913

28. *Frame sentences to show that each of the following words may be used as more than one part of speech :—*

(1) before, (2) that, (3) since.

1911.

29. *Insert appropriate prepositions or prepositional phrases in the places in left blank:—*

He embarked—board the steamer, which was to take him—India, where we intended to embark—some kind—trade. He was more popular than most men—the people of the country.

1912.

30. *Give examples showing the use and meaning of the following prefixes, and suffixes:—*

trans—, con—, super—, sub—, dia—,ship—,ness,—ee, —ive, —ment.

1913.

31. *Write short sentences to show what prepositions can be used after the active voice of the following verbs:—*

assent, differ, grieve, part.

1914

32. *Give examples (two each) of adjectives formed from nouns by the addition of suffixes:—*

—en, :—ish,—less.

and explain the meaning of suffixes.

Show how by the use of suffixes we can use single words to ex-press the following phrases:—

To make fat, to make great, a little stream, the state of being a child.

1914.

33. *What are the meaninings of the following prefixes ?—*

auto, anti, bi, tele.

Give an example of one word formed from each.

34. *Form nouns from the following verbs and adjectives:–*

choose, thieve, broad, happy, perfect.

Write down three words formed by using three different negative prefixes.

1915,

35. *Construct sentences to show that you understand the meaning and correct use of the following phrases:—*

To make clean breast of; the late Raja; a plausible argument; a temporary expedient; cruel to be kind; amenable to reason.

1915.

36. *Express each of the following phrases by one word, using some form of the Latin prefix* "in" (not) :—

That which cannot be read,
That which cannot be heard.
That which cannot be repaired.
Destitute of learning.
Unfit to be chosen.

What part of speech is "any" in the following sentences:—

Have you any pens ? No, I have not any.
Is he any better to-day ?

1916.

37. *Give the meaning of the prefixes in:—*
antidote, dejected, incredible.

and of the suffixes in:—

leathern, coverlet, shame-faced.

Form adjectives from the following nouns:—
trifle, emphasis, Spain, type.

1917.

38. *Construct short sentences to show what prepositions are used after the following words:—*

Repent, tyrannise, marry, acquaint, bestow, consent, wait, differ.

1917.

39. *Show the meaning of the prefixes and suffixes in giving the meaning of the following words:—*

Exodus, sympathy, anarchy, maginfy, boyhood.

Form nouns from the following adjectives:—
broad, immense.

Form adjectives from the following nouns:—
space, queen.

Form verbs from the following nouns:—
haste, advice, dew.

Form verbs from the following adjectives:—
sweet, fertile.

40. *Write short sentences to show that you uuderstand the difference in meaning between the following pairs of words:—*

corps and corpse; born, borne; mien and mean.

1918.

Construct **six** *sentences so as to bring out clearly the meaning of any* **three** *of the following pairs of words:—*

judicial, judicious; practicable, practical; officious, official; continual, continuous; stimulus, stimulant.

1919.

42. (*a*) *Explain the force of the prefixes and suffixes in:—*

Movement, apathy, darling,
boyhood, disallowed, goodness.

(*b*) *Form adjectives from the following nouns:—*
Wretch, earth, wasp, ghost, angle, faction.

1919.

43. *What is the meaning of the following prefixes? Give examples which show this meaning:—*

Auto, tele, micro, anti.

Give one word for each of the following phrases :—

To make great
To make very small
To sail round
To take away.

1920.

44. *Form adjectives from:—*

Brass, move, angle, detriment.

Form nouns from:—

Recede, proceed, concede, succeed.

1920.

45. *Form abstract nouns from the following words:—*

Owner, beggar, long, dry, grand, timid, abound, move, solve, seize.

46. *Change the number of the nouns or pronouns in the Nominative Case in each of the following sentences, a, b, c, and make any other changes which grammar or common sense requires after that has been done:—*

(*a*) The birds in the trees are building their nests.

(*b*) He enlisted for a soldier, and we thought him a very brave man.

(*c*) All cows have tails which the flies fear when they set them swinging.

In what case is each of the following words in italics ?

(*d*) I saw the moon last *night*

(*e*) The walls are six *feet* high.

What part of speech is each of the following words in italics?

(*f*) *That* was not wise.

(*g*) *Enough* is as good as a feast.

1921.

47. *Write down the meanings of the following prefixes:—*
Per, trans, sym, ob.

Illustrate the meaning of each of the above prefixes by writing down a word which contains it.

Write short sentences to show what prepositions are used after the following words :—

Bargain,	*treatment,*	*caution,*
Wonder,	*inquire,*	*vain.*

1921.

48. (*a*) *Derive nouns from :—*

bind, hate, hard, wide, pleasant,

and verbs from :—

Human, knee, blood, clear and drip.

(*b*) *Give the diminutives of* :

Ice, river, goose, man, and animal.

49. (*a*) *Pick out any* **five** *of the following words and add to each a prefix or a suffix and show how the meaning has been altered by the addition :—* Just, friend, comfort, join, effect, pure, duck, little, happy and slave.

(*b*) *Give the meaning of prefixes :—*

Mis—, pre,— sub—, and pen—,

and form one word with each of them.

1922.

50. *Make with* **but** *and* **that** *several sentences to show that they are not always the same parts of speech.*

1922.

51. (*a*) *What is the meaning of the final syllable in each of the following words ?—*

Golden, darken, manhood, kingdom, brotherly, strongest, greatness, and penniless.

(*b*) *Give the meaning of the prefixes :—*
Sym, anti, super, ad ;

and form one word with each of them.

1923.

52. (*a*) Derive nouns from *break*, *grow*, *refuse*, *deep*, *steal*, *cleave*, and adjectives from *child*, *friend*, *clown*, *planet*, *joke*, *silver*.

(*b*) What are the verbs signifying *to make* formed from *glory*, *fertile*, *cheap*, *public*, and *sharp* ?

1923.

53. (*a*) *Construct sentences to illustrate the correct use of "sooner than ;" "after all" "by and by:"*

(*b*) *Explain the meaning of the following phrases :—*

(1) A dead language.

(2) The dead of night.

(3) A dead loss.

(4) A dead letter.

1923.

54. *Supply the words wanting in each of the following sentences :—*

(*a*) Be careful not to—expenses which you cannot—

(*b*) The prisoner was—with theft, but was—after a long trail.

(*c*) He took me—task for not acting—the information he gave me.

(*d*) I shall stand—you—this matter.

(*e*) The British army—Havelok marched—Lucknow.

55. *Distinguish between :—*

(*a*) I found the road easy *and* I found the road easily.

(*b*) He forgot to do the exercise *and* He forgot how to do the exercise.

1923.

56. *Distinguish between each pair of the following :—*

(*a*) She is one of the great actors in the land. She is one of the greatest actresses in the land.

(*b*) I have read the first three chapters. I have read the three first chapters.

1922.

57. *Insert suitable prepositions in the following blank spaces :—*

(*a*) Tell him to go—his business.

(*b*) The rats entered the hole one—one.

(*c*) I do not know his name but I know him—sight.

(*d*) I had lost hope—his visiting me, when he suddenly looked in—the door.

(*e*) The dog ran—side—side of the road.

1924.

58. *Give a sentence each showing how the following nouns may be used as verbs :—*

Button, stone, picture, water.

Put each of your four sentences into other English words to show that you understand them.

1924.

59. *Tell me quite briefly* (*in less than* 30 *words or four lines in each case*) *what is the difference in meaning between*

(*a*) A *clock* and a *watch*.

(*b*) *Boots* and *shoes*.

(*c*) A *hedge* and a *bush*.

(*d*) A *house* and a *hut*.

(*e*) A *pin* and a *needle*.

1924.

60. (*a*) *Give the plurals of* :—

Scarf, brother, fish, genius, crisis, B.A., father-in-law, Miss Jones.

(*b*) *Give the feminine gender of* :—

Host, lad, viceroy, peacock, hero, luck.

1925.

61. *Re-write the following passage using the plural number wherever the singular is used* :—

(Change the *number* of *verbs*, *adjectives*, and *pronouns*, and not only that of nouns in a sentence).

"Seven days and nights, then, the stranger abode in the city. Every day he held speech with the queen, both in the great hall and privately. Much he told her concerning the kingdom and the king, and she showed him all the wealth and power of her city. But when she bade him speak of himself, he would answer, "I am nothig without the king," and would say no more of himself, so that she was full of wonder about him, and pondered more as to who he was and whence he came. And meanwhile the king's army lay idle in its tents and made no assults on the ramparts."

1926.

Patna Matric Examination.

62. *Construct sentences to illustrate the use of any five of the following pairs of words* :—

Official, officious; principal, principle; childish, childlike; negligible, negligent; deport, disport; disease, decease; valuable, invaluable.

1919.

63. *Construct sentences illustrating the difference in use between any three of the following pairs of phrases* :—

Abound *in*, abound *with*; consist *in*, consist *of*; correspond *to*, correspond *with*; part *with*, part *from*; invest *in*, invest *with*; carry *on*, carry *out*.

1920.

64. *Distinguish between any three of the following pairs of words and frame sentences to show that you understand the distinction* :—

Alter, altar; corps, corpse; stationary, stationery; industrious industrial; reverend, reverent; imperial, imperious.

1920.

65. Form nouns from *high* and *wide*; adjectives from *oil* and *oak*; and verbs from *slave* and *gold*, and use the words so formed in sentences.

1920.

66. *Construct sentences illustrating the difference in use between any* **three** *of the following pairs of phrases* :—

Agree to, agree upon; born of, born to; count for, count upon; grounded in, grounded on; marry into, marry to; resolve into, resolve upon; stick at, stick to; touch at, touch upon; treat of, treat to.

1921.

67. *Fill up the blanks by inserting appropriate prepositions*:—

(*a*) I acquit you—all complicity—that crime.

(*b*) Why do you stare me—the face ? It is bad manners to stare—one in that manner.

(*c*) He took advantage—my ignorance; but he gained no real advantage—me.

(*d*) Do you exult—the victory you have won—the enemy ?

(e) He is impressed—that notion, and he de-sires to impress it—me.

(f) He is labouring—misapprehension; but he thinks he is labouring—a good cause. 1921.

68. *Distinguish between any three of the following pairs of words and frame sentences to show that you understand the distinction:—*

Register, registrar; desert, dessert; canon, cannon; minister, minster; drunk, drunken; gilt, guilt; continuous, continual; imperious, imperial; apposite, opposite· tenor, tenure.

1921.

69. Form *verbs* (*a*) from *nouns*—haste, half, and critic, (*b*) from *adjectives*—sweet, dear and bold; and use the words so formed in sentences.

1921.

70. *Give examples to show the various uses of any three of the following words as different parts of speech:—*

Much, as, only, enough, little.

1922.

71. *Distinguish between any four of the following pairs of words or phrases and frame sentences to show that you understand the distinction:—*

Eldest, oldest; later, latter; nearest, next; beside, besides; little, a little; at present, presently; on the contrary, to to the contrary.

1922.

Construct sentences to illustrate the difference in use between any four of the following pairs of phrases:—

Enter upon, enter into; point at, point to; rest on, rest with; end in, end by; live for, live within; fall under, fall in with; listen to, listen for; get at, get to; taste of, taste for; trust to, trust with.

1922.

73. *Fill up the blanks by inserting appropriate prepositions:—*

(*a*) He competed—me—a scholarship.

(*b*) Give me change—this rupee, but I want change —coppers.

(*c*) He was blessed—good health and was a blessing —his children.

(*d*) He got—debt and could not get—it again.

(*e*) He lives—honest labour and well—his means.

(*f*) She puts—airs and dresses herself—silk.

(*g*) I broke the news—him and the result is that he has broken—me since then.

(*h*) Greatly—my surprise he failed—his attempt.

1923.

74. *Distinguish between any of the following pairs of words and frame sentences to show that you understand the distinctions*

Cannon, cannon; miner, minor; stationary, stationery; straight, strait; whether, whither: haven, heaven; course, coarse; main, mane; pain, pane; rain, rein.

1923.

75. *Substitute a single word of eqiuivalent meaning for any six of the following italicized phrases:—*

(*a*) That herb is *fit to be eaten.*

(*b*) His motive is merely *to get money.*

(*c*) He is *unable to pay his debts.*

(*d*) The ways of God are *not to be understood.*

(*e*) A child was born *after the death of his father.*

(*f*) A thing *that is not to be believed.*

(*g*) *One averse to mixing in society.*

(*h*) A voice *that can hardly be heard.*

(*i*) A man *who is very uneducated.*

1923.

76. *Frame sentences using the opposite to any four of the following words:—*

Famous, emigrant, antipathy, pessimist, persuade, resolute, encourage, credit.

77. *Construct sentences to illustrate the distinction between any four of the following pairs of phrases:—*

Call to, call for; look over, look through; run into, run through; take to, take after; proceed with, proceed against; pass for, pass over; touch at, touch upon; get to, get at.

1924.

78. *Distinguish between any four of the following pairs of words, and frame sentences to illustrate the distinction:—*

Adapt, adopt; condemn, contemn; contemptuous, contemptible; continuous continual; decry, descry; exposition, exposure; industrious, industrial; rout, route.

1925.

79. *Frame sentences to illustrate the distinction between any four of the following phrases:—*

Admit to, admit of: argue into, argue out of; compare to, compare with; consist in, consist of; differ from, differ with; invest in, invest with; result from, result in; provide for, provide against.

80. Form *nouns* from live, strike, bless, dig, and *verbs* from slave, clean, dim, bitter; and use the words so formed in sentences.

1925.

81. Frame *sentences to illustrate the use of:—*

(*a*) *That* as (*i*) Relative Pronoun, (*ii*) Conjunction, (*iii*) Demonstrative Pronoun;

(*b*) *Since* as (*i*) Preposition, (*ii*) Conjunction, (*iii*) Adverb;

(*c*) *Only* as (*i*) Adjective, (*ii*) Adverb, (*iii*) Conjunction.

1926.

82. *Fill up the blanks by inserting appropriate prepositions:—*

(*a*) The judge concurred—the jury—their verdict.

(*b*) I disputed—him—the payment.

(*c*) May I count—your support for your influence counts—a good deal ?

(*d*) The master remonstrated–the boy–his conduct.

(*e*) You are negligent—your business and neglectful —my interest

(*f*) I met—great kindness—his hands.

(*g*) Let us proceed—the case in hand before proceeding—a new one.

(*h*) Though possessed—much wealth, he was possessed—the idea of being poor.

1926.

VI

EXERCISES IN SENTENCES

(Including Synthesis)

First Stage

1. *Make the following sentences negative :—*

There are many dogs in the street. We did our best. I have had my breakfast. All of them can write. I hope to do my work well. We saw our friends in the town. Do attend the class to-day. Tell him it is bad. His father has a house in Bombay as well as in the suburbs. Run fast.

2. *Divide the following sentences into simple sentences:—*

He ran away as soon as he saw him. If you wish to get the prize you must work hard. Let him go, if he wants to, and we shall be rid of him. He will trust you unless he knows who you are. I admit that I do not know how this is to be done. Even his friends said that he had done something very improper. When he comes back all will be settled.

3. *Combine the following sentences each into one simple sentence :—*

a. He heard the bell. He ran to school.

b. He has a house. He wishes to let it.

c. He took his pen. He began to write with it.

d. I went to Calcutta. I visited my friend.

e. He was seated in a chair. He was surrounded by his friends. He began to read.

4. *Combine the following groups of sentences each into one compound sentence :—*

a. The school was over. The boy went home.

b. Water is a good thing. We drink it. It should be pure.

c. He called him. He asked his name.

d. I heard the news. You heard it. We did not believe it.

e. He is a dishonest man. He is an unscrupulous man. No one trusts him.

f. He found a knife. He gave it to the police. He received a reward.

g. Snow covers the the high mountains. In the summer it melts. It supplies water to the rivers.

h. The date grows in Arabia. It is dried. It is used as food by the Arabs.

5. *Combine the following groups of sentences each into one Complex sentence* :—

a. This is my house. I live in it. It belongs to me.

b. He is my friend. I love him. He is faithful to me.

c. This is my pen. I bought it to-day.

d. I will send for him. He will come. I know it

e. He is good. His friend is better.

f. Man is descended from the ape. This is not true

g. I know the reason. I know the time. He did it

h. Why did he go ? I want to know it.

i. When was the matter settled ? Tell me that.

6. *Join together the following groups of sentences by using "and"* :—

a. The sun rises in the east. It sets in the west.

b. He is invited to the meeting, You are invited to the meeting.

c. Glass is smooth. It is transparent.

d. Rama is a good boy. Krishna is a good boy.

e. A crow stole a piece of bread. It flew to a tree.

f. The grocer sells tea. He sells coffee. He sells sugar

g. Coal is a mineral. Iron is a mineral. Lead is a mineral.

7. *Combine the following by the use of "or":—*

a. The horse is lost. The horse is stolen.

b. I must find the book. I must buy another.

c. Will you have tea? Will you have coffee?

d. The child was tired. The child was sleepy.

e. Do you like foot-ball? Do you like tennis ?

f. The child is deaf. The child is dumb.

8. *Combine the following by "either...or" or "neither... nor"*

a. He is deaf. He is stupid.

b. He cannot read. He cannot write.

c. Speak clearly. Be quiet.

d. That shot will strike the horse. That shot will strike the rider.

e. The teacher is not to be blamed. The boys are not to be blamed.

f. You are the culprit. He is the culprit.

g. You must take him with you. You must take me with you.

9. *Combine the following by the use of "if, though, although, because":—*

a. You are tired, You may rest.
(If you are tired you may rest.)

b Do it well. You wish to please me.

c. All will love you. You must be kind.

d You have injured me. I pardon you.
(Though you have injured me I pardon you.)

e, I came out. The bear was untied.

f We are innocent. Father believes we have done the mischief.

g. I trust him. He is honest.
(I trust him because he is honest.)

h. He is ilked. He is good-tempered.

i. I shall stay. You wish it.

j. I came. You called me.

k. I was late for school. I missed the train.

10. *Combine the following by the use of "both—and"*—

a. Rama can read. Krishna can read.

b. He is deaf. He is stupid.

c. The cow is for sale. The calf is for sale.

d. The king must attend the ceremony. The queen must attend the ceremony.

e. You are in the wrong. He is in the wrong.

11. *Combine the following by the use of "as well as":—*

a. We were examined in Algebra. We were examined in Arithmetic.

b. Krishna was fast asleep. Rama was fast asleep.

c. He is bad. You are bad.

d. We should honour our parents. We must obey our parents.

e. My brother got a prize. My sister got a prize.

12. *Combine the following by the use of "not only—but also":—*

a. William is fat. He is tall. (William is not only fat but also tall.)

b. Glass is smooth. Glass is transparent.

c. Ceylon grows tea. Ceylon grows coffee.

d. He is in error. You are in error.

e. The soldiers attacked the crowd. The soldiers dispersed the crowd.

f. He is tired. He is hungry.

13. *Combine the following by the use of "else or otherwise":—*

a. You must work hard. You won't pass.

b. Be quiet. I shall punish you.

c. I climbed the tree. The bear would have caught me.

d. We must run. The ruffians will be upon us.

e. I received money in time. I would have starved.

14. *Combine the following sentences by the use of relative pronouns* :—

a. That is the boy. He broke the window. (That is the boy who broke the window).

b. The man was hurt. The man is better now.

c. This is the man. The window of his house was broken.

d. Mary is the girl. You want her.

e' This is the house. Jack built it.

f. My uncle gave me the book. The book is on the table.

g. The boy sings well. You see the boy.

h. The girl is very clever. You met her brother.

i. The horse goes well. I bought the horse.

j. I have bought a coat. It was waterproof.

15. *Combine the following by the use of " but, still or yet "* :—

a. I ran. I could not catch him.

b. He has got a prize. He is not satisfied.

c. He is strong. He refuses to work.

d. He is rich. He is not generous.

e. The horse is weak. It ran fast.

f. I went to bed. I did not get any sleep.

16. *Combine the following by the use of ' unless'* : —

a. I shall not go. Pay me.

b. He will come in time. He may not be ill.

c. I hope to finish the work to-morrow. I may fall ill.

d. I cannot study here. You should keep quiet.

17. *Combine the following by the use of 'than', or 'as... as':—*

a. He is tall. She is taller.

b. This boy is clever. That boy is more clever.

c. I know him well. I know you better.

d. He can run fast. I can run equally fast.

e. His brother is clever. His sister is equally clever.

f. The teacher likes him. He likes us equally well.

18. *Combine the following by the use of "when, where, whence, why, after, before, while, ere, till, until, since.":—*

a. This is the place. My brother works there.

b. He heard the news. He was glad.

c. We dress ourselves. Then we go out.

d. The boy was reading. His master came up.

e. It is now three months. We heard from our cousin.

f. We arrived first. They arrived afterwards.

g. Do not go out. The storm has not abated.

h. I remember the house. I was born in that.

i. I warned him. He has behaved well from that time.

j. I know the house. The noise proceeds from there.

k. He goes out often. He has time.

l. The rain ceased. We went out.

m. I know the reason. You have been silent.

n. Wait here. I shall come.

o. I was standing on the road. I saw a huge animal.

p. The sun set. They ceased their work before that.

q. He continued to take medicine. He recovered.

19. *Some sentences can be combined by the use of Nouns in Apposition:—*

a. To-morrow I shall go to see the Rajbai Tower. The tower is the tallest edifice in Bombay.
(To-morrow I shall go to see the Rajbai Tower, the tallest edifice in Bombay.)

b. Akbar was the greatest Mohammedan ruler. He was a Moghal Emperor. He was the son of Humayun.

c. That boy is my brother. His name is Rama.

20. *The following are further examples of the various ways in which sentences can be combined:—*

a. The teacher examined the boy. It was found out that he had cheated.
(On the teacher examining the boy, it was found out that he had cheated.)

b. He won the praise of all. He saved the child.
(He won the praise of all by saving the child.)

c. The thief ran out of the house. He carried with him a bag.
(The thief ran out of the house, carrying with him a bag.)

d. I was annoyed with him. I punished him.
(Being annoyed with him I punished him.)

21. *Combine the following in any one of the ways as in 19 and 20:—*

a. My brother got a prize. He worked hard.

b. He is earning a good deal. He buys milk. He sells milk.

c. Finish your lesson. I shall allow you to play.

d. He obtained his teacher's pardon. He told the truth.

e. Rama wrote a letter. He gave it to me.

f. The people saw his danger. They ran towards him.

g. He was unable to run. He sat down on the way.

h. He put on his coat. He took up his bag. He walked out.

i. The boy saw the teacher. He grew frightened.

22. *The following are further examples of how sentences may be combined:—*

a. A dog was crossing a narrow bridge over a stream. He had a piece of meat in his mouth. He happened to look down. He thought it was another dog. He saw his own image in the water. That dog had a piece of meat in his mouth. He wished to steal that piece. He opened his mouth in order to do that. He dropped it. He lost what he had.

(A dog, crossing a narrow bridge over a stream with a piece of meat in his mouth, happened to look down. He saw his own image in the water but thinking it to be another dog with a piece of meat in his mouth, he wished to steal that piece. As soon as he opened his mouth in order to do that, he dropped his own piece and lost what he had.)

23. *Transform the following sentences from exclamatory in to assertive:—*

a. A fireman, and afraid of sparks! (*b*) Well done! (*c*) Oh for the might that laid the traitor low! (*d*) Foolish fellow! to think that he should have so neglected his duty.

24. *Change the following sentences so as to make them complete:—*

a. Rama having led an army into Ceylon and defeated Ravan.

b. No sooner had William III ascended the throne than seeming to have lost popularity.

c. The man being displeased and left the room.

d. That Ram Mohun Roy was a great scholar and that he could speak English fluently.

25. *Turn the following into simple sentences:—*

a. He rose from his chair in a rage and chased from the room the person who had opposed him.

b. When the session came to an end, the teacher gave all the boys who had won prizes an invitation to a feast.

c. People are afraid to call at his house because he behaves rudely to those who visit him.

26. *Use a clause for the italicized phrases in the following:*

(a) *for all his wealth*, he was discontended.

(b) He knows a great deal *for a lad of ten.*

(c) He was educated *for the bar.*

(d) *Oh for a friend* in this solitude !

27. *Change the following according to the directions given:—*

a. This paper is as white as chalk (use comparative degree).

b. John is not stronger than James (use positive degree)

c. Rama is the wisest boy in the class (use positive and comparative).

d. John is not the tallest boy in the class (use positive and comparative).

e. James is one of the best boys in the class (use positive and comparative).

28. *Change the following sentences using the words in brackets in place of those italicized:—*

a. He confessed his fault and was *forgiven* (overlooked).

b. I do not *trust* him (confidence).

c. He *laughed at* me (ridiculed).

d. My watch was *stolen* (robbed).

e. *Condense* your agreement as much as possible (concise).

BOMBAY UNIVERSITY PAPERS

1: *Combine the following sentences into one complex sentence:—*

A lion was drinking in a clear pool. His stately mane was reflected in this pool. The lion saw the reflec-

tion. He greatly admired his mane. He was afterwards pursued by hunters with their guns. He was pursued through a thick wood. He then found his mane useless and of no avail.

1911.

2. *Re-write the following sentences so as to convey precisely the opposite meaning in each case without using a negative word or prefix:—*

a. He is inimical to me.

b. I rejected his offer.

c. He is my debtor.

d. Smoking is prohibited.

e. Prices have advanced.

f. This is a cheap book.

g. He is a courageous man.

i. My hat is on my head.

1912.

3. *Combine the following simple sentences into one compound sentence with two principal clauses:—*

Lord Cornwallis made a present to the Zemindars. He made a present to each of a part of the country. These parts now became their own property. Previously each Zemindar had taken rent for the Government from his part of the country. Lord Cornwallis did this with two objects. One object was to stop complaints. The other was to save all trouble.

4. *Re-cast the following sentences, as directed:—*

a, A soldier of the tenth Legion leaped into the water as soon as the ship touched the shore.
(Begin with "No sooner.")

b. The noise and bustle among the crowd increases as the dawn approached.
(Make the above a simple sentence.)

c. It seemed to me that some object was moving behind the rocks.

(Make the word "object" the subject of the verb "seemed.")

d. I saw my friend last in 1910.
(Use the word "since.")

1915.

5. *Combine the following sentences into one sentence:—*

John signed. John was a king. It was a document called Magna Charta that he signed. John was afraid of his barons. He did not care about liberty. He signed it at Runnymede. Runnymede is on the Thames. It is not far from Windsor.

6. *Re-cast the following sentences as directed:—*

a. Four years have elapsed from the time I went to Delhi. No ailment came to me during this period
(Make a simple sentence using the words "since" and "ago").

b. We have helped them with money as well as a body of workers, all well-trained and experienced.
(Use the expressions "not only" and "everyone".)

c. Mrs. Smith is the wisest member of the family, and of her four daughters Jane is the prettiest.
(Use the comparative of "wise" and "pretty.")

d. He acted rashly and is suffering only on that account.
(Use "if" and "would".)

1917.

7. *Combine into one sentence :—*

The sun had risen. The violence of the storm had now abated. The admiral landed with a large force. It was well equipped. He landed by means of boats. His object was to protect his vessels from the armed peasantry on the shore. He also wished to tow off the vesseles safely.

1919.

8. *Re-write the following sentences as directed:*

a. This news is too good to be true.
(Turn this into a complex sentence.)

b. It is now a month since the school was closed.
(Substitute another word for the word "since.")

c. Do not speak till you are asked.
(Use "as long as" for "till.")

1920.

9. *Re-write the following in not more than four sentences:—*

He went away. It was supposed that he had gone to London. They thought it was to escape arrest. He arrived there. No one would give him a situation at first. At last he got a situation. It was that of a clerk. It was in a bank. This band was in the city.

1921.

10. (a) *Re-write the following sentences as directed:—*

(1) The general insisted that the discontended soldier should take his place. (Turn this into a simple sentence.)

(2) The crew sacrificed themselves to save the passengers. (Change this into a complex sentence.)

(3) Of the three sons of my neighbour John is the tallest.
(Use the Comparative.)

(*b*) Construct sentences to illustrate the difference in the use of

(i) "till" and "as long as"

(ii) "before" and "ago"

(iii) "too" and "very"

1922.

11. *Combine the following into one Complex sentence:—*

Mary, Queen of Scots was tried. She had been in captivity and exile for 18 years. She was tried for being accessory to the plot. The object of the plot was to assassinate Elizabeth, to restore the Roman Catholic religion and to make

Mary, Queen of England. Mary was found guilty. She was beheaded at Fotheringay Castle. The castle was in Northamtonshire. She was beheaded on 8th Feb., 1587.

1924.

12. *Re-write as directed:*

(i) *If one heard him speak,* one would think he had come from a village. (Substitute a phrase for the italicized clause.)

(ii) The amount of his profit was never known. (Convert into a complex sentence).

(iii) He is *unable to pay his debts.* (Substitute one word for the italicized phrase).

1925.

THE PUNJAB UNIVERSITY

13. *Re-write each of the following sentences, without a negative:*

a. He left no plan untried.

b. He cannot but give me the thanks that I deserve.

c, This was too great an honour not to excite the envy of his rivals. 1912.

14. *Make one complex sentence out of the following without using the word "and":*

Thus I was driven from the society of the virtuous. I wanted to dispel the anxieties of insupportable solitude. In order to do so, I was obliged to take up with the company of certain people. Their characters were blasted, like my own, but they, perhaps, deserved their infamy.

1913

15. *Combine the following simple sentences into one complex sentence:*

He wanted to go to Delhi. His purpose in going there was to see the Durbar. The Durbar was to celebrate the coronation of the Emperor. There was a great crowd at the station. He was unable to find

a seat in the train. He waited five hours. He had to return home. He had nothing to eat or drink all the time.

1914

16. *Combine the following simple sentences into one complex sentence*:

The examinations will commence next week. They will be held in the University Hall. That is the most convenient place. They have always been held there. No other building is able to contain all the candidates. They number several thousands. Each requires a desk to himself.

1915.

17. *Construct sentences to show that you understand the use of the following idiomatic expressions* :—

A sorry workman; to cry over spilt milk; to make away with a person; to put off; a time-server; a flat refusal.

1916.

18. *Combine the following simple sentences into one complex sentence* :—

The Germans first exploded some shells.

The shells contained poisonous gas.

The Germans advanced towards the trenches.

These trenches were defended by Indian soldiers.

The Indians saw the Germans coming.

They were not at all dismayed.

They were fighting for a sacred cause.

They had confidence in the justice of that cause.

1917.

19. *Combine the following simple sentences into one complex sentence* :—

Men have been enrolled as soldiers under the Defence of India Act.

These men drill every morning.

Any body can see them.

They wish to make themselves efficient.

Their object is to be able to defend India against attacks.

Such attacks are likely to be instigated by German spies.

1918.

20. *Combine the following simple sentences into one complex sentence*:—

The examinations will commence next week

They will be held in the University Hall.

They have always been held there.

No other building can contain all the candidates.

They number several hundreds.

Each requires a desk to himself.

1919.

23. *Combine the following simple sentences into one sentence without using the conjunction "and"*:—

We arrived at Lahore.

We heard some strange news from our friends there.

Our friends met us at the station.

They told us of the failure of all candidates for the Matriculation Examination.

They had all failed in English.

The paper was easy.

This was a serious matter for us.

By failure we were prevented from obtaining Government service.

We wanted Government service very much.

This news turned out to be false.

This was very fortunate.

1920.

22. *Combine each of the groups of sentences without the help of the conjunction "and"*:—

(i) The violent wind blew upon the hillside.

The wind has dashed to the ground many butterflies. It has torn their wings. To-morrow the ants will be carrying away the torn wings to their nests.

(ii) My tabby cat fought my neighbour's yellow cat.
My neighbour has a red beard.
My tabby cat has scarcely yet recovered from his wounds.
After the fight my tabby cat has lost much of his self-respect.
Self-respect is a virtue which does not belong only to human beings.
Because of his loss of self-respect my tabby cat did not wash himself for several days.

1921.

23. *Combine into a complex sentence:—*

(*i*) It was a charming hour.
(*ii*) The old man called it "the song sparrow of the day."
(*iii*) The finches then flew chirping about.
(*iv*) At that hour the Marquis passed out of the thicket.
(*v*) He found himself at the fork of the road.
(*vi*) The fork was marked by a stone cross.
(*vii*) At the fork of the cross there was an inscription.
(*viii*) The Marquis had not been able to read the inscription the evening before.
(*ix*) Going up to it, he now read it.

1922.

24. *Combine the following into one complex sentence:—*

(*i*) An anecdote is related of Frederick the Great.
(*ii*) Frederick was king of Prussia.
(*iii*) One day he was seated in his private room.
(*iv*) On that occasion a petition was brought to him.
(*v*) The petition was accompanied with a request.

(*vi*) The king was requested to read the petition immediately.

1923.

25 *Complete the following sentences in correct English:—*

(*a*) If I go to Amritsar, I—

(*b*) He is so ill that—

(*c*) The water is too hot for me—

(*d*) You are clever enough to—

(*e*) Would you have helped me, if—

1924.

26. Write questions to which the following would be suitable answers. Write only one question to each:—

(*a*) Yes, but I was not well yesterday.

(*b*) No, but I can at any rate do my best.

(*c*) No, I never do.

(*b*) Five times a day.

1924.

27. (*a*) Construct sentences, of not less than fifteen words each in the *direct* narration, and then turn them into the *indirect* form of speech.

(*b*) Give a sentence each showing how the following verbs may be used as nouns or how nouns may be formed from them:—

Beg, hate, die, do.

1925.

28. *Make sentences to show the use of :—*

(i) fare (ii) fair, in as many different senses as possible.

1925.

H. S. EXAMINATION, ALLAHABAD

29. *Make sentences to illustrate the correct use of the following:—*

Look, look out, look up, look down, look up to, look down upon, look after, look over.

1911.

30. *Build one sentence out of the following group of statements:—*

A band of ruffians entered a village. The ruffians were well armed. They entered the village at night. Some of the ruffians were escaped convicts. The ruffians stole the cattle of the villagers. The villagers were asleep.

1911.

31. *Write sentences illustrating the use of the following words:—*

Carry off, carry on, carry out, carry over, carry weight.

1912.

32. *Re-cast the following as directed:—*

a. He was acquained by me with the terms of the will. (Change the voice of the verb.)

b. He said hullo i didn't expect to see you here i thought you had gone to your brothers home in england. (Re-write with correct capitals and punctuation marks.)

c. He turn his books to the College, which he had just brought. (Re-write correctly.)

d. A traveller was crossing a desert; he was starving; he found a bag; he opened the bag; he found only gold in the bag. (Express the sense in a single complex sentence).

1914.

33. *Re-write the following sentences as directed :—*

a. The thief steals cloth from the box.

Re-write changing each noun into plural and the verb into past tense.

b. He did not appeal to us.

Without changing the sense re-write with the verb in the passive voice.

c. I do not know the cause of his coming.

Turn this simple sentence into a complex sentence by substituting a clause for a phrase.

1915.

34. *Express the following in a single complex sentence:–*

The train ran down the incline. The train attained great speed. The train turned a sharp curve at the bottom. The train shook under the influence of the brakes. The train threw all the passengers into a panic.

1916.

PATNA MATRIC EXAMINATION

35. *Combine each of the following sets of sentences into a Simple sentence:–*

a. His house and goods were sold. His debts had to be paid.

b. I declared him to be guilty Every one else declared him to be guilty.

c. He will return to us. He will not be long absent.

d. He has found out his mistake. He was very sorry. It was then too late.

1924.

36. *Turn each of the following into a simple sentence:—*

a. When you have some leisure, tell me what people are saying in the town.

b. There is no good in going to school if you do not mean to study diligently.

c. Did you hear of this matter while you stayed in Calcutta ?

d. The place where he carries on business is unknown.

1925.

37. Combine the sentences in Group B *and* those in *either* Group A *or* C into two complex sentences one for each group:—

a. A farmer stept into a field to mend a gap in one of the fences. On his return he found the cradle turned upside down. He had left his only child asleep in the cradle. The clothes were all torn and bloody. His dog was lying near the cradle besmeared with blood.

b. He at once conceived that the dog had killed his child. He instantly dashed out the dog's brains with the hatchet in his hand.

c. He turned up the cradle. He found an enormous serpent lying dead upon the floor. The serpent had been killed by the faithful dog. The courage and fidelity of the dog deserved a very different return.

1926.

VII

Direct and Indirect Narrations

1. When we are required to give a report of what others have spoken, we may do it in two ways. We may actually reproduce the words of the speaker putting them into inverted commas, or give the substance of what he has said without reproducing it exactly. Rama said to his brother, "You may go if you like.'. Supposing you hear this and somebody asks you "What did Rama say to his brother?" You may reply in two ways.

1. Rama said to his brother, "You may go if you like."

2. Rama said to his brother that he might go if he liked.

Now in the first case, the man who reports the words uses the exact words of the speaker. This way of reporting a speech is called "*Direct Narration.*" In this case words are put into inverted commas. In the second case, actul words spoken are not exactly reproduced, but something like the substance or meaning of the words is given. In this second case, you will notice that there is a change in the tense of the verb and person of the pronoun in the reported portion. Also note that the reported portion begins with the conjunction "that"and is subordinate to that portion which contains the reporting verb. This way of reporting is termed "*Indirect Narration.*"

The following **eight examples** should be carefully studied:—

1. When the reporter is quite a different person *i.e.*, neither the speaker not the man spoken to, and the man to whom he reports is also a different person. In this case students might imagine the examiner or their teacher asking them to report to him what they have heard *Rama said to his brother*, "*You may go if you like.*"

A boy is asked to report this to the teacher, He will reply: Rama said that his brother might go if he liked.

2. When the speaker reports his own speech to the man or men spoken to

Direct. I said, "I am grateful to you."

Indirect. I said that I was grateful to you."

3. When the speaker reports to a third party.

Direct. I said, "I am grateful to you."

Indirect. I told them that I was grateful to them.

4. When the man spoken to reports to the speaker.
You said that you were grateful to us.

5. When the man spoken to reports to a third party.
He told us that he was grateful.

6. When a third party reports to the speaker.
You told them that you were grateful.

7. When a third party reports to the man or men spoken to.

He told you that he was grateful.

8. When the men spoken to report it among themselves.
He told us that he was grateful.

II. It will be noticed that in the above eight examples the reporting verb is in the past tense, and that the verb in the reported statement turns into the past tense, and there is also a change in the personal pronouns. If the reporting verb is in the present tense, all the verbs in the indirect form remain as they were in the direct form; *e.g.*

Direct.—He says "I am grateful to you."

Indirect.—He tells him that he is grateful to him.

N. B.—Generally, when students are required to turn the direct form into the indirect, it is to be done as in case No. I. *i.e.*, students must imagine themselves to be reporters, reporting to the examiner or the third party.

III. **Rules for turning the Direct into the Indirect Narration.**

1. Omit all quotation marks or inverted commas and put in a conjunction if necessary, *e.g.*

Dir. I say : "I am a student of the 6th class."

Ind. I say *that* I am a student of the 6th class.

2. If the reporting verb be in the present tense, the tense of the verb in the reported speech should remain the same.

Dir. I say "I *was* a student of the 6th class."

Ind. I say that I was...........

3. When the reporting verb is in the past tense, the present tenses in the reported speech must be changed into past tenses, the past and perfect tenses into pluperfect tenses, and auxiliary verbs *may*, *can*, *shall* and *will* should be changed into *might*, *could*, *should*, and *would*.

(*a*) Direct. I said "I *am* going."
Indirect. I said that I *was* going.

(*b*) I said "I *was* reading."
I said that I *had been* reading.

(*c*) I said "I *have forgotten* it."
I said that I *had forgotten* it.

(*d*) I said to you "I *will* do the work."
I told you that I *would* do the work.

N. B.—**Exceptions.** If the fact stated in the reported speech is true for the present as well as the past, the tense may remain the same. So also if the fact is a universal truth, *e.g.*

(*a*) He said "Columbus *discovered* America."
He said that Columbus *discovered* America.

(*b*) The lecturer said "Fever *produces* thirst."
The lecturer said that fever *produces* thirst.

(*c*) He said " The earth *is* round."
He said that the earth *is* round.

But in all these cases the past tense would also be correct.

4. " Shall " should ordinarily be changed into "would". But if it is used emphatically, *e.g.* with second or third' personal pronouns, it should be changed into " should.'. Similarly " will " should ordinarily be changed into "would '

But when it is emphatic, *e.g.*, when used with the first personal pronoun, it should be changed into "should."

(*a*) He said "*I shall go.*"
He said that he *would* go.

(*b*) He said "You *shall* go."
He said that he *should* go.

(*c*) He said "He *will* go."
He said that he *would* go.

(*d*) He said "I *will* go."
He said that he *should* go.

5. The persons of the pronouns in the reported speech should be so changed that they may refer to the same persons as in the direct form. Generally, however, if the reporter and the hearer are the third parties as in case No. 1, the changes are as below :—

I, *you* become *he* or *she*

We, *you*.........*they*

e.g. He said "If *you* tell *me* the truth *I* shall forgive *you*."
He said *if* he told *him* the truth, he would forgive *him*.

6. Words expressing nearness of time or place are changed into words expressing remoteness, *e.g.* :

This, these	become	*that, those*
hither	"	*thither*
here	"	*there*
now	"	*then*
to-day	"	*that day*
yesterday	"	*the preceding day*
ago	"	*previously*
last week	"	*the previous week*
to-morrow	"	*the day following*

7. If the reported speech be a question in the direct form, it should be turned into the noun clause, in the indirect form, as object of the reporting verb. The reporting verb should be changed into *ask* or *inquire*. In this case *that* should not be used for connecting the reporting verb and the noun clauses. *If* or *whether* may be used.

(*a*) He said, "Rama, are you unwell ?"
He *asked* Rama if he was unwell.

(*b*) He said, "Can I come ?"
He asked whether he could come.

8. If the reported statement is a question beginning with *when*, *where*, *why*, *how*, these words must be retained to join the reporting verb and the reported statement in the indirect, *e.g.*

(*a*) He said, "Why have you come ?"
He asked why he had come.

N.B. In converting questions into the indirect form, note that the order ot words also changes. We say why *he had* come, not—whe *had he* come.

Also remembr that the conjunction *that* is not to be used in these cases. Do not say—

He asked that why he had come.

9. Omit all exclamations, words of courtesey, etc., as these are applicable only in the direct form. Try to express the meaning of exclamations, etc., by suitable reporting verbs or by adverbs.

(*a*) "*Alas !*" cried he, "must I then continue my journey alone ?"
He asked *piteously* if he must continue his journey alone.

(*b*) "Oh fie, Oh fie," cried the magistrate.
The magistrate cried fie upon him.

(*c*) "Well,!" she enquired, "how did it end?"
She eagerly inquired how it ended.

(*d*) Krishna said to Rama, "How unlucky you are"
Krishna said Rama was most unlucky.

(*e*) "Curse on him," quoth false Sextus, "will not the villain drown ?"
False Sextus calling a curse on him, wondered why the villain would not drown.

(*f*) Harry said. "What an amazingly large tree this is !"

Harry remarked with wonder that it was an extremely large tree.

10. When the reported speech contains verbs in the imperative or optative moods, change them into the infinitive, depending on the reporting verb or noun clauses.

(*a*) He said, "Old man, *sit* down."

He asked the old man *to sit* down.

(*b*) Betty said to her servant, "Run, Mary, and bring me *water*.'

Betty ordered her servant Mary to run and bring her water.

(*c*) Rama said, "Pray, father, hear me for but one moment."

Rama requested his father *to hear* him for but one moment.

(*d*) He said to his brother, "God bless you."

He prayed that God might bless his brother.

11. The nominative of address should be turned into object of the reporting verb.

Rama suid, "*Krishna*, I am not feeling well."

Rama told *Krishna* that he was not feeling well.

See examples *a*, *b* and *c* in the previous paragraph.

12. If there is something understood or omitted in the reported speech, the omitted words must be supplied in the indirect form,

"Oh pray, Sir, one word," cried the boy.

The boy entreated him *to hear* one word.

12. In turning verse into the indirect form, the poetical form and constructions must be changed into prose order and constructions :—

Dir. Horatio's servant begged to go abroad.
"Go fellow ! whither ?" turning short

about. "Nay, stay at home, you're always going out."

Indir. When Horatio's servant begged to go abroad, his master, turning short about, asked in surprise whither he wanted to go and insisted upon his staying at home as he was always going out.

14. When we have to use the same pronoun for different individuals, uncertainty arises as to what noun it refers to in each case. To avoid this, repeat the noun itself occasionally or mention it in brackets after the pronoun.

Dir. John said to James. "You can do me the favour, if you like."

Ind. John said to James that he (James) could do him the favour if he liked.

15. In a long speech, where there are a number of sentences of different kinds, some assertive, some interrogative and so forth, new and proper verbs should be used, *e.g. reply, ask, wonder, suspect, question, consider, think* etc.

N.B.—If, in some cases, it is difficult to find out one suitable verb for the manner or tone of a speech, two verbs or adverbs and adverbial phrase might be used *e.g.*, he smiled and said, angrily replied, etc.

EXERCISES (First Stage.)

1. The king told the captain: "That girl is my only child and you, since you are her husband, will be the heir to my crown."

Re-write the above in the Indirect Form as if reported by:–

(*a*) The king to his captain.
(*b*) The king to his daughter.
(*c*) The king to his wife.
(*d*) The daughter to the king
(*e*) The daughter to the captain.
(*f*) The captain to the king.
(*g*) The captain to the daughter.
(*h*) The captain's father to his wife.

2. "My father is not a woolen-draper, Sir ," said Colbert to M. Cenani. "It is to relieve my family of the burden that I took service under M. Certain."

Re-write the above in the Indirect as if reported by:—

(*a*) Colbert to M. Cenani.
(*b*) Colbert to M. Certain.
(*c*) Colbert to his father.
(*d*) M. Cenani to Colbert.
(*e*) M. Cenani to Colbert's father.
(*f*) M. Cenani to Mr. Certain.
(*g*) M. Certain to Colbert.
(*h*) M. Certain to M. Cenani.
(*i*) M. Certain to Colbert's father.

3. *Re-write the following in the Indirect Form as reported by (a) the speaker (b) the man spoken to, and (c) a third party to any one of the other two.*

(*a*) "Ah! your Majesty," he splulttered out, "do not place any faith in what I say-"

(*b*) Sophia said to his father, "Is this not very strange?"

(*c*) Arthur said to his brother, "What was Alexandar the Great? Must not great men be good men too?"

(*d*) He said, "Please, brother, ask your captain if he will give me the slaves for ready cash."

(*e*) The King said, "Herald, make proclamation of this joyous event throughout the country."

4. *Turn into Indirect the following as if answering the question "What did he say to you?"*

(*a*) Good-bye, my dear friend! may we meet again!
(*b*) On, on! the day is ours.
(*c*) For shame! to strike a boy like that.
(*d*) You coward! how dare you threaten me.
(*e*) I will be true to my promise, so help me God.
(*f*) Enough, enough! I admit that I am wrong.

5. *Turn the following into the Indirect Form, as if reported by a third party to a fourth party:—*

(*a*) Do what you like, but do not blame me if you find you are mistaken.

(*i*) She said, "What does he want ?"

2. *Report the following into indirect speech*:—

"Well ! where are we going ?" asked Gabrielle.
"To St. John's Wood" replied Dora.
"To St. John's Wood ?"
"Yes, I am going to take studio there."

3. *Roport the following in the Indircet Form* :—

(*a*) "For the first time in my life," said Love, "I have been kindly treated because I spoke the truth."

(*b*) The king told the captain, "That girl is my only child and you, since you are her husband, will be heir to my crown."

(*c*) The king, addressing the captain, said, "What I wish to say to you is, that I love my only daughter more than all the world."

(*d*) The daughter, addressing the father, said, "Please send for that beggar that we may find out how the ring came into his hand."

(*e*) He said, "Please brothers, ask your captain if he will give the slaves for ready cash."

(*f*) "Find out these thieves for me," said the Khalif, "or with your own head pay the penalty."

(*g*) "Heaven help me !" cried the captive.

(*h*) The goddess addressed him in these words, "Go thou forth into the world, withstand evil, do good; and thou shalt be happy all thy life."

(*i*) "Ah, your Majesty" he said, "do not place any confidence in what I was saying."

(*j*) "Oh, never mention it, your honour," rejoined Mr. Johnson, "I am always too happy to walk with a gentleman of your common sense.—Fare-well, Sir, we meet again."

(*k*) "Please excuse me this time, Sir," said Raman to the master, "may I go home and bring my books."

(*l*) "What brings yon here? What do you want? I paid you; did I not?" asked the banker turning to Baptista.

(*m*) "No, no," he said, "I shall not say that; for it would be a falsehood."

(*n*) Robber: "I am a Thracian and a soldier." Alexander: "A soldier! a thief, a plunderer, an assassin!"

(*o*) "Yes, your Majesty," said he, "the wine which I brought for you is no longer to be had."

(*p*) Lucy: "O mamma! how frightened I was when he took out his lancet! Did it hurt you a great deal?"

Betty: "No, very little, and if it had, it was to do me good, you know."

(*q*) Betty: "She is not my own daughter, though she is as good to me."

Landlord: "Some relation then, I suppose?"

Betty: "No, Sir, none at all."

Landlord: "Who is she then?"

(*r*) R.: "What o'clock is it?"

R.: "Very nearly four o'clock. The school wil be over shortly."

R.: "How hard it has been raining! Will you let me walk home with you?"

(*s*) "Am I to make any abatement, father?" asked the boy. "Abatement!" cried the woolen draper, "not a farthing, the full price and ready money; not a penny less, remember."

TURNING THE INDIRECT INTO THE DIRECT

1. As a first step, it will be interesting if students turn to the work they have already done in turning direct into the indirect form. Let them take up the indirect forms constructed by them and return them into the direct without looking into the original direct form.

EXERCISES

Re-write in the Direct Form of speech:—

1. John asked James how old he was. James replied that he was sixteen.

Ans.—John said, "James, how old are you?"
James replied, "I am sixteen."

2. He begged her to explain herself more distinctly, and tell him of what gentleman she was speaking-

Ans.—He said to her, "Kindly explain yourself distinctly and tell me of what gentleman you are speaking."

3. The master of the house advanced to meet him and asked him what he wanted; and when his meal was finished, the man asked him who he was and whither he was bound.

4. The demon told him that though a curse had been incurred, and the city might not stand long, yet out of regard for him, it should flourish for three generations.

5. He said he supposed his reason was that night a little clouded with the dose he had taken. (Begin with 'I suppose'.)

6. Saladin declined this honour saying he had no ambition, he was perfectly happy in this present situation, and that when this was the case, it would be folly to change, because none can be more than happy.

7. The Sultan ordered him to speak his mind freely; whereupon the vizier stated it as his opinion that people were often led to believe others fortunate or unfortunate, merely because they knew only the general outline of their histories and were ignorant of the incidents and events in which they had shown prudence or imprudence.

8. Smiling, he desired him not to dispute it then in the public street but to come in and refresh himself; they could consider the question afterwards at leisure.

9. The banker said that it was but just that he who had saved their lives should share their festivity. The banker asked Saladin to come there on the birthday of his Fatima, promising to place him in a balcony which overlooked the garden.

10. The young officer said that he was as old as the Prime Minister of England and thought himself as capable of commanding a ship as that minister was of governing the State.

11. When the Governor surrendered the town he enquired of the Mareschal what countrymen those Grenadiers were, and assured him that it was on their account he delivered up the town, because they fired so hotly that he believed they were resolved to attack the breach.

12. He thanked them for their good services in the trenches ; and freely acknowledged that it was their conduct and courage which compelled the Governor to give up the town; and assured them he would acquaint his master with the same.

13. They told him that it would not be possible to continue under arms, for all the posts were in the hands of the enemy ; the stock of ammunition was exhausted; and to crown the evil, the peasants, unaccustomed to be long absent from home, were bent upon disbanding.

14. He asked the citizens if they had the heart to let slip such a fine opportunity of laying their boots and their shoes on the altar of their country.

15. I asked him how he dared to disobey my orders and whether he did not deserve to be punished. He said he was sorry he had offended me and hoped I would forgive him.

16. He asked me when I intended to leave Madras. I told him that, as that was the day of examination, I could not leave then but hoped to do so next day.

BOMBAY UNIVERSITY PAPERS.

1. *Put in the Indirect Narration :*
He said :
a. "I shall come to-morrow and ask you if you have finished with that book."
b. "Go away ! I do not want you now. You may come again to-morrow."

c. "What a lazy boy you are! How badly you have done your work.!"

d. "Where are you staying?"

e. "Good morning! How do you do?"

1912.

2. *Re-write the following in the Indirct Form of Narration:—*

a. He said to me, "Where are you going?"

b. He said to his friends, "Wait here till I return."

c. He said to them all, "Good bye, my friends!"

d. Queen Philippa said, "Ah! gentle sir, since I have crossed the sea to see you, I have never asked you one favour; now I beg as a boon to myself, for the sake of the son of the blessed Mary, and for your love of me that you will be merciful to these men."

1916.

3. *Turn the following passage into the Direct Form of Narratiin:—*

Our neighbour told us that she had, the day before, let her second floor to a very genteel youngish man, who told her he kept extraordinary good hours, and was generally at home most part of the morning and evening at study; but that that morning he had for an hour together made that extravagant noise which she had then heard.

1916.

4. *Re-write the following in the Indirect Form of Narration as it would be reported by the mother:—*

"You forgive me, mother?"

"You forgive me?" "It was I, who was in fault—I who should have cherished you, my strongest, my bravest, my noblest—now my all."

"No, it was all my fault; and on my head is all my misery—if I had been here, as I ought to have been, all this might have never happened."

"You would only have been murdered too—No: thank God you were away or God would have taken you with the rest. God has forsaken me!"

"Nay, never say God has deserted you.—See, He has sent me to you!" said Hereward, wondering to find himself, of all men on earth, preaching consolation.

"Yes, I have you! Hold me. Love me. Let me feel that one thing loves me on the earth!"

1917.

5. *Re-write the following in the Indirect Form of Narration*:—

a. Then outspoke Spurious Lartius,
A Ramnian proud was he;
"Lo, I will stand at thy right hand"
And keep the bridge with thee."

b. "Horatius," quoth the consul,
"As thou sayest, so let it be."

c. "And see," he cried, "the welcome,
Fair guests, that waits you here!
What noble Lucumo comes next
To take our Roman cheer?"

d. And thrice the tossing Forum set up a frightful yell;
"See, see, thou dog! What thou hast done;
And hide thy shame in hell!
Thou that wouldst make our maidens slaves
Must first make slaves of men.
Tribunes! Hurrah for Tribunes! Down with the wicked Ten!"

1918.

6. *Put the following into the indirect Form of Narration*:—

As Carey moved forward to him, Amyas lifted his head, and turning it to right and left, felt round him wiih sightless eyes.

"You have been asleep, Amyas."

"Have I? I have not slept back my eyes, then. Take up this great useless carcass of mine, and lead me home. I

shall buy me a dog when I get to Burrough, I think, and make him tow me in a string, eh ? So ? give me your hand, Now March !"

"Thank God, Sir, that your heart is so light already," said good Jack, "it makes me feel quite upraised myself, like."

"I have reason to be cheerful, Sir John ; I have let a heavy load behind me. I have been wilful, and proud, and a blasphemer, and swollen with cruelty and pride ; and God has brought me low for it, and cut me off from my evil delight. No more Spaniard-hunting for me now, my masters. God will send no such fools as I upon his errands."

1913.

7. *Put the following into the Indirect Form of Narration :—*

"Let Abbas Khan reply" was the queen's answer, "let him come before the throne and speak freely and truly," and the young man came forward, with the same easy graceful step which all knew and not least his noble mistress.

We know what he told the assembly, addressing them as his friends and fellow soldiers, praying them not to spare him if he were guilty. "The headsmen are near," he said "and if God wills it I am ready to meet my fate. What matter how I die for my queen !" and he said this with so smiling a face and so frank a manner that a murmur of applause ran through the assembly. But the Abyssinians rose to their feet as one man, and their swords, as if by one action, flashed from their scabbards.

"He hath a cunning tongue ?" cried one. "We will cut it out of his month," shouted Yakoot.

"Your Majesty had better quit the hall," said Hayat Khan, the Kotwal, joining his hands, "and leave these brawlers to me. Whatever happens, Yakoot must be arrested for last night's work, and I have force enough."

"Ah ! Khan" returned the queen, "that would be the sure way to begin bloodshed. No, 1 will remain as I am. I have no fear."

1914

8. *Re-write the following passage in the Indirect Form supposing Saxon to be the reporter :—*

" I owe you one for that, Micah" said Reuben gratefully, " I may live to do as much for you. "

"And I owe you both one " said Saxon who had scrambled down from the place of refuge ; "I pay my debts too whether for good or for evil. I might have stayed up there until I had eaten my jack-boots, for all the chance I had of ever getting down again. That was a shrewd blow of yours, Clarke! The brute's head flew in halves like a rotten pumpkin. No wonder that they stuck to my track, for I have left both my spare girth and my kerchief behind me, which would serve to put them on Chloe's scent as well as mine."

1915.

9. *Turn the following into the Indirect Form of Narration, as Jane would report it to a stranger:—*

Jane. "Can I have the carriage ? "

Mrs. B. "No, my dear, you had better go on horseback, because it seems likely to rain and then you must stay all night."

Elizabeth. "That would be a good scheme if you were sure that they would not offer to send her home."

Mrs. B. "Oh! but the gentlemen will have Mrs. Bingley's chaise to go to Meryton; and the Hursts have no horse to theirs."

Jane. "I had much rather go in the coach."

Mrs. B. "But my dear, your father cannot spare the horses, I am sure. They are wanted in the farm. Mr. Bennet, are they not?"

Mrs. B. "They are wanted in the farm much oftener than I can get them."

Elizabeth. "But if you have got them to-day, my mother's purpose will be answered."

1920.

10. *Re-write the following in the Indirect Form of Narration:—*

"Citizen Defarge," said the Officer to Darnay's conductor, "is this the emigrant Evremonde?"

'This is the man.'

'Your age, Evremonde?'

'Thirty-seven.'

'Married, Evremonde?'

'Yes.'

'Where married?'

'In England.'

'Where is you wife Evremonde?'

'In England.'

'You are consigned, Evremonde, to the prison of La Force.'

'Just Heaven!' exclaimed Darnay, 'under what law, and for what offence?'

The officer looked up from his paper for a moment.

'We have new laws, Evremonde, and new offences since you were here.' He said it with a hard smile and went on writing.

'I beg you to observe that I have come here of my own free will, in reply to that written appeal of a fellow countryman which lies before you. Is not that my right?'

'Emigrants have no right' was the stolid reply. The officer wrote until he had finished and handed it to Defarge with the words 'in secret.'

Defarge motioned to the prisoner and he obeyed.

'Is it you', said Defarge, 'who married the daughter of Dr. Manette?' 'Yes' replied Darnay.

1919.

11. *Turn the following into the Indirect Speech:—*

"Why, this one is riddled like a sieve," he cried. "What do you load your petronels with, good Master Clerk?"

"With two leaden slugs."

"Yet two leaden slugs have made a score of holes at the least! And of all things in this world, here is the neck of a bottle stuck in the brute's hide!"

"Good Heavens!" I exclaimed, I remember. My dear mother packed a bottle of Daffy's Elixir in the barrel of my pistol."

"And you have shot it into the bloodhound!" roared Reuben. "Ho! ho! When they hear that tale at the top of the Wheatsheaf, there will be some throats dry with laugter. Saved my life by shooting a dog with a bottle of Daffy's Elixir."

1921.

12, *Turn the following into the indirect form of narration. making Maggie the reporter:* —

"Mother! Could you do without me for a time? If you could, and it would make you easier, and help Edward to——." The word on her lips died away; for it seemed to imply a reproach on one who stood in his shame among them all.

"You would go?" said Mrs. Browne, catching at the unfinished sentence, "Oh! Maggie, that's the best thing you've ever said or done since you were born. Edward, would not you like to have Maggie with you?"

"Yes," said he, "well enough. It would be far better for me than going all alone; though I dare say, I could make my way pretty well after a time. If she went she might stay till I felt settled, and had made some friends, and then she could come back."

1922.

13. *Turn the following into the indirect form of narration as reported by the Cat:* —

"Good morning, Blackbird; you seem to be enjoying yourself this fine day."

"Good morning, Cat."

"Blackbird, it is an odd question, perhaps. What ought one to do to be as happy as you ?"

"Do your duty, Cat."

"But what is my duty, Blackbird ?"

"Take care of your little ones, Cat."

"I haven't any" said she.

"Then sing to your mate," said the bird.

"Tom is dead," said she.

"Poor Cat !" said the bird, "Then sing over his grave. If your song is sad, you will find your heart grow lighter for it."

1923.

14. *Re-write the following in the direct form of narration :—*

His Majesty having observed to him that he supposed he must have read a great deal, Johnson answered that he thought more than he read, that he had read a great deal in the early part of his life but having fallen into ill-health he had not been able to read much compared with others ; for instance he said he had not read much, compared with Dr. Warburton. Upon which the King said that he heard Dr. Warburton was a man of such general knowledge, that you could scarce talk with him on any subject on which he was not qualified to speak, and that his learning resembled Garrick's acting in his universality.

1924.

15. *Turn the following into the indirect form of speech, making Steerforth the narrator :—*

"What money have you got, Copperfield ?" Steerforth said, walking aside with me when he had disposed of my affair in these terms.

I told him "seven shillings."

"You had better give it to me to take care of," he said, "At least, you can if you like. You needn't if you don't like."

I hastened to comply with his friendly suggestion, and opening Peggotty's purse, turned it upside down into his hand.

"Do you want to spend anything now", he asked me.

"No, thank you", I replied.

"You can if you like, you know", said Steerforth, "say the word."

"No, thank you, Sir", I repeated.

"Perhaps, you'd like to spend a couple of shillings or so in a bottle of currant wine by and by, up in the bedroom," said Streerforth, "you belong to my bedroom, I find."

1925.

16. *Imagine yourself to be Sancho, and re-write the following conversation in the indirect form of speech:—*

"You had better know," said Sancho, "if you do not know already, that our dead giant is a slit wine-skin; and the blood is eighteen gallons of red wine that was in it."

"What do you say, fool ?" cried Don Quixote. "Are you in your right senses ?"

"Pray, get up, Sir," said Sancho, "and you will see what a fine sort of work you have done when you have to pay the bill."

"I shall not be surprised at any of these things" replied Don Quixote, "for if you remember, the last time we were here, everything was enchanted, so no wonder it is so now."

"I should be ready to believe that," said Sancho, "if my tossing in a blanket had been an enchantment too; but it was absolutely real and true: and I saw that the inn-keeper, who is now here to-day, held one corner of the blanket and canted me up to heaven with great vigour."

"Well, give me my clothes," said Don Quixote, "and I will go and see all these transformations you talk about."

1926.

THE PUNJAB UNIVERSITY

17. *Turn the following from the Direct into the Indirect form of speech:—*

The teacher became angry with the student and said, "Why have you again disturbed the class in this way? I have told you before that when I am speaking you should be silent. Leave the room, and do not return again to-day."

1911.

18. *Change the following from Indirect to Direct:—*

In a short speech Pythias told the surrounding multitude that his dear friend, Damon, would soon arrive; but he hoped not before his own death had saved a life so dear as Demon's was to his family, his friends and his country.

19. *Change the following from Direct to Indirect:—*

"What is this strange outcry?" said Socrates, "I sent the women away mainly in order that they might not offend in this way: for I have heard that a man should die in peace. Be quiet, then, and have patience."

20. *Turn the following into Indirect speech:—*

"I hope you will not think me troublesome," said Miss Seymour, "but I am anxious to hear about Burma. I dare say you know nothing of what I wish to hear, but then, again you may. You see I was—am—engaged to be married to a man in Burma, and he has been missing for two months."

1913.

21. *Turn the following into Indirect sbeech after a Verb in the Past Tense:—*

Why are you still waiting here, boy, when I have already told you that I am so busy that I cannot see you to-day? Go away, now, and come again the day after to-morrow; then I will listen to what you have to say.

1914.

22. *Turn the following into Indirect speech after a Verb in the Past Tense:—*

If I allow you to come and stay with me for the holidays, it will only be on the understanding that you live very quietly

here. I am not a rich man, and when I have paid your school fees, very little is left beyond what I need for my ordinary living expenses. Please, therefore, my son, remember this and do not be extravagant. Will you promise to do exactly as I tell you ?

1915.

23. *Turn into Indirect Speech:—*

"Forward, my men," the General cried, "and face the foe bravely. It is true that they are more in numbers than we are, but what of that? If we retreat now our women will scorn us, and we shall be branded for ever with the name of cowards."

1916.

24. *Tuen into Indirect speech after a Verb in the Past Tense:—*

"Our homes are now comparatively secure, and nothing can harm the wives and children we have left behind *us*. Is it not better for us, then, to fall back and defend the mountain passes? Do not, O Leonidas, be foolhardy."

1917.

25. *Turn the following into Indirect speech after the words 'The Queen said to Sir Geraint :—*

"Prosper in this as you have always done. Some day you will meet a lady whom you will love. When that happens, bring her to court, and, even though she be a beggar maid, I will give her a dress, which shall make her glorious as the sun."

1918.

26. *Turn into Indirect speech after a verb in the past tense:-*

"The gods are come to avenge the arrogance of the nobles; let us not give in for it is better to fall together than one by one. Why should we always be fighting! Let the nobles turn soldiers, that the perils of warfare may be felt by those that get the rewards."

1919.

27. T*urn into indirect speech after a verb in the past tense:—*

What are you doing, Majid? If you do not attend to the lesson I shall send you to the headmaster and then you will be sorry. Look at the blackboard, and do not let me catch you playing again. You are the worst boy in the class; and unless you work very hard for the remainder of the year, you will have no chance of passing the examination.

1920.

28. *Change into the indirect form of speech*:—

"You need not try to hatch out my mischief," said he; "if you denounce me, it is simply your duty, and the Republic will pay you nothing for it; on the other hand, since it is not custom to do anything for nothing in this world, I shall give you fifty thousand francs in return for your assist ınce."

1922.

29. *Turn into the direct form of speech*:—

He said that his mother was just then absent from home, but that I should not on that account defer my visit, as she would, without doubt, return in a few days.

1923.

30. (*a*) *Construct sentences of not less than fifteen words each in the direct narration, and then turn them into the indirect form of speech*:—

(*b*) Give a sentence each showing how the following verbs may be used as nouns or how nouns may be formed from them:—

Beg, hate. die, do.

1925.

31. Latif was a lazy boy. He could never get up from his bed in time to reaçh the school at seven in the morning. His mother scolded him at home for being late for school every day. Sometimes the teacher did not let him come into the class room. He always called him "Late Latif." In a hurry Latif never properly washed or dressed himself. He slept half his time in school, and as for games he never played any. Look, there he is sleeping in the sun, snoring away. The Headmaster comes and wakes him up. Poor Latif.

This is as others describe Latif. How would Latif describe himself; that is re-write the above passage in the first person.

1926.

EXAMINATION PAPERS, ALLAHABAD

32. *Report the following in indirect speech:—*

'Pray,' said I, 'let us have Dr. Johnson.' 'What with Mr. Wilkes? Not for the world,' said Mr. Edward gaily: 'Dr. Johnson would never forgive me.' 'Come' said I, 'if you'll let me negotiate for you, I will be answerable that all shall go well,'' 'Nay, if you will take it upon you, I am sure I shall be very happy to see them both here', was his reply.

1910.

33. *Put the following in indirect speech as related by Tom in a letter to a friend:—*

'Tom,' said the Doctor, 'are you free on Thursday next?' 'Well,' replied Tom, 'I am expecting my cousin George to come over to spend the day with me.' 'All the bettter' said he; 'bring him with you, and we shall have a good day's fishing.'

1911.

34. *Re-write the following account, as if the King were relating it:—*

After making his purchases, the king went back to his carriage, when the jeweller came out and begged that he would do him the honour of returning to his shop, as he had something important to say to him. The king and his attendants went back to the shop, and then the jeweller said that a very valuable diamond was missing and must have been taken by one of the courtiers.

1912.

35. *Tell the following Story :—*

a. As if you were the boy who was rescued by the onlooker.

b. As if you were the onlooker.

Two boys were rowing on the Ganges. Their boat capsizes. One of the boys swims to the shore but the other being

unable to swim, clings to the keel of the upturned boat until rescued by an onlooker.

1913.

36. The Emperor asked if they would serve his successor, whoever he may be, as faithfully as they had served him, in order that their country might continue to enjoy peace and prosperity.

Write down the actual words used by the Emperor.

37. *Change the following into indirect speech as reported by Sindbad:—*

'Sir,' I said, 'I am more astonished than I can express to you at the strange custom which exists in your dominions of burying the living with the dead. In all my travels I have never before met with so cruel and horrible a law.'

'Why are you surprised, Sindbad?' replied the king. 'It is the law for everybody. I myself should be buried with the queen if she were the first to die.'

1916

38. *Write the following passage in the Direct Form of speech:—*

He said that his mother was just then absent from home, but that I should not on that account go away, as she would without doubt return soon and, in the meantime, I might arrange with him the details of the business, which I had mentioned to him at our former meeting.

1917.

39. *Put the Conversation between the traveller and the shepherd into Indirect Form as related by the traveller, beginning: The Shepherd said:—*

"You are early here," said he; "a traveller, I suppose?"

"Yes," said I, "are these sheep yours?"

"They soon will be," he replied, "for I am waiting here for their owner who has promised to sell them to me."

1918.

40. *Put the following passage into indirect speech as reported by B. Begin as follows:—*

"A said to me that.........................":—

A said to B:—

"To me your death will be more than a disaster; not only shall I lose a friend, the like of whom I shall never find again, but many persons who do not know you and me well, will think that I might have saved you if I had been willing to spend money, but that I neglected to do so, and I shall have the reputation of caring more for money than for my friends."

1919.

41. He addressed the shepherd, saying, 'Shepherd, if love or gold can in this desert procure us entertainment, I pray you bring us where we may rest ourselves, for this young maid, my sister, is much fatigued with travelling, and faints for want of food.'

Put the above passage into Indirect Speech as reported by the shepherd. Begin thus: "He besought me........."

1920.

42. A said to B:—

'If I am in any danger, I shall give you my ring, as a sacred trust, and you will carry it to my mother to show her that you were faithful to me to the last. You will tell her how I died, and she will believe you and honour you, and she will know that the message you bring is true.'

Put the above into Indirect speech as reported by B. Begin thus: "A said to me that........"

1921.

43. A wrote to B:—

'Your letter only reached me here early this morning, and I have not had time to find out whether there is any truth in what you write. If you come to my house tomorrow, I will tell you all that I have been able to learn. Will this be convenient to you? If you come do not come too early.'

Put the above passage into Indirect as reported by B. Begin thus: "A wrote to me that........."

1922.

44. *Put the following conversation into indirect speech beginning thus:* "My friend asked me........."

"Have you seen my brother ?" my friend asked. "No," said I; "did you expect to find him here ?" "Certainly," he replied, "for he set out to visit you early this morning, and I cannot understand why he is not with you. Please send me a message to-morrow, if he comes."

1923.

45. *Turn the following into indirect speech:—*

"Pray, friend," I asked, "what might this cap have cost originally ?" "That, Sir," says he, "I don't know; but this cap is all the wages I have for my tronble." "A very small recompense, truly," said I. "Not so very small," said he, "for every gentleman puts some money into it, and I spend the money."

1924.

46. (*a*) *Why does the English use of Indirect speech present difficulties to Indians who are learning that language ?*

(*b*) *Put the following passage into Direct Speech:—*

My son requested my daughter kindly to make his house ready for him when he returned the next day from the journey which he was taking to fetch her child home. His sister answered that since I would also be arriving home on that day, she would not be able to do the work herself but would send our head servant.

1925.

47. *Re-write the following in the Indirect form of speech:—*

" Do you still think there is much danger ? " asked the lady.

" To them that have to fear death, " replied the sailor. " Listen ! Do you hear that hollow noise beneath you ?"

" Yes, " replied the lady, "It is the wind driving by the vessel. "

"No, it is the poor vessel itself, " replied the sailor, " giving her last groans. The water is breaking upon her decks, and in a few minutes more this beautiful ship will become like chips of wood. "

1926.

Patna Matriculation Examination.

48. (*a*) *Turn the following passages into direct speech:—*

(i) He said he would go to Calcutta when he had finished his work here.

(ii) They told him that it was unnecessary for him to take any further action in the matter as it was already settled.

(*b*) *Turn the passages into indirect speech:—*

(i) He said, "I have forwarded your letter to my brother who will send you a reply in a few days."

(ii) They said, "We are of opinion that the first candidate is the best of those who have applied for the post."

(iii) I said, " I am convinced that you did not do as I instructed you."

49. *Change the following passage into Indirect speech:—*

Dolon said to Ulysses:—" If you want to steal horses, the best are those of Rhesus, klng of the Thracians, who has only joined us to-night. He and his men are asleep at the farthest end of the line and his horses the best ever I saw. Now take me prisoner to the ships or bind me, and leave me here while yon go and try whether I have told you the truth or lies."

1920

50. *Change into Indirect form of Narration:—*

'My dear Mac,' I said, 'it is because you do not look out for them.' 'Rubbish' he retorted; 'I do nothing else when I am out hunting.' Well,' I replied, "Are you really very anxious to shoot one before you go home ?'

'I would rather get a lion than anything else in the world,' was the emphatic reply.

'Very good, then,' Sultan,' I cried to the driver, 'stop the engine.'

1921.

51. *Turn the following passage into indirect form of narration:—*

"In the evening I have my game of whist which I never miss; I am surprised that you do not play with skill. You should play; learn. As it is you have little to amuse you; and now is the time to acquaint yourself with a means of enjoyment which will be a solace to you when you are grown too old for less gentle diversion."

1922.

52. *Turn into the Indirect form of Narration:—*

"Have you finished yonr lesson, George?" said Mr. Maurice to his son. "No, father," replied George hanging down his head. "Why not, my son?" "Because it is so difficult, father, I am sure I shall never learn it. Besides, I could not remember it after I had learnt it; my memory is so bad." "If I were to promise you a holiday on the third of next month, do you think you would forget the date?" "No, I am pretty sure that I should not."

1923.

53. *Re-write the following in the form of a dialogue by changing it as far as possible from Indirect to Direct Narration:—*

A fox, who had lost his tail, called the other foxes together, and standing with his back against a tree, told them that the tail was of no use and should be cut off; and that if all agreed to do this, no one could feel ashamed of having lost it. The tail, he said, was the source of all their dangers, for the fox was hunted for the sake of its tail, and not for the sake of its flesh or fur. An old fox thanked the speaker for his advice, but asked him to explain why he kept his back so firmly fixed against the stump of that tree; and begged him to turn himself round and let them see what sort of a tail he had and how he would look without one.

1924.

54. *Turn into the opposite form of Narration:—*

The second spirit called Macbeth by name, and bid him have no fear, but laugh to scorn the power of man, for none of woman born should have power to hurt him; and he advis-

ed him to be bloody, bold and resolute. 'Then live Macduff' cried Macbeth; 'what need I fear of thee? But yet I will make assurance doubly sure. Thou shalt not live, that I may tell pale-hearted Fear it lies, and sleep in spite of thunder."

1925.

55. *Turn into the indirect form of Narration after putting in prose order*:

'Yea, I feel,' replied King Canute,
that my end is drawing near.'
'Don't say so,' exclaimed the courtiers
(striving each to squeeze a tear.)
'Sure your Grace is strong and lusty,
and may live this fifty years.'
'Live these fifty years!' the Bishop
roared, with actions made to suit,
'Are you mad, my good Lord Keeper,
thus to speak of King Canute?'
'Men have lived a thousand years,
and sure his Majesty will do't'.

1926.

VIII

PUNCTUATION

1. In language, we express our ideas by a suitable arrangement of words in a sentence. But to be quite clear and correct, something more is required. In speaking we often pause for a shorter or longer time between words and sentences and lower our voice or raise it as the occasion requires. In written language the same thing is accomplished by the use of certain *marks* or *stops*. The system of stops is called *Punctuation*. Consider the following sentence which is properly punctuated:—

> Gaesar entered, on his head his helmet, on his feet his sandals, in his hand his trusty sword, in his eye an angry glare.

The sense in the above sentence is quite clear. But if the stops were wrongly placed, the sentence would be quite foolish, *e. g.*

> Caesar entered on his head, his helmet on his feet, his sandals in his hand, his trusty sword in his eye, etc.

This example should show how very important it is to learn the right use of stops.

2. The following are the marks in frequent use for punctuation:—

(*a*)	The full stop	.
(*b*)	The comma	,
(*c*)	The colon	:
(*d*)	The semi-colon	;
(*e*)	The dash	—
(*f*)	The inverted commas	" "
(*g*)	The question mark	?
(*h*)	The mark of exclamation	!

3. The longest pause between words is indicated by placing a **full stop** between them. This is used at the end of a sentence except when the sentence is a question or an exclamation. It is also used after abbreviations and initials as: B. A., LL. B., Mr. R. D. Sethna, George III.

4. The **comma** indicates a very short pause between words:—

It is used

(*a*) To separate nouns in apposition, *e. g.* Mr. Brown, *the Collector*, is a sympathetic gentleman. Krishna, the monitor, is 16 years of age.

(*b*) To separate nouns, pronouns, adjectives, verbs, adverbs, prepositions coming one after the other in a sentence where 'and' is omitted, *e.g.*

Rama, Krishna, Vishnu, and Mahadeo arc here.
He is strong, honest, kind and clever.

(*c*) To separate the nominative of address:—
O King, live for ever.
Rama, come here.
I tell you, Sir, I have not done it.

(*d*) Before or after a statement in inverted commas *e.g.*
He said, "Come here."
"To arms!", quoth brave Horatius.

(*e*) To separate parenthetical phrases or clauses:—
You see, *in this matter*, I am prepared to yield.
And, *pray*, why should you think of me so.

(*f*) To separate subordinate clauses from the main clause when there is more than one:—
No one knows where he is, what he is doing, or how long he will be away.

That is the man whom we admire, whom you fear, and whom all revere.

(*g*) To separate the co-ordinate clauses of a compound sentence:—

I came, I saw, I conquered.

He fought his adversury like a desperado, and died like a hero.

5. The **semi colon** indicates a longer pause between words than the comma. It is used to separate co-ordinate clauses with conjunctions like, "otherwise and therefore," *e.g.*,

I shall go to town; otherwise he won't meet me.

He is unpopular; therefore he will resign.

Also to separate subordinate sentences when one or more of them requires a comma, *e.g.*

He told them that they were cowards; that they all of them, without exception, had failed him when he needed them most; and that he could no longer trust them.

It is used also for sentences which are independent of each other, but connected in sense, *e.g.*

Women put on their best bonnets; the priest walked up to the church; the guard prepared to fire the cannon.

6. The **colon** may be used instead of a semi-colon if a longer pause is required but is generally now only used alog with the dash before enumerations, quotations, examples, etc. *e.g.*,

The figures were:—50 killed, 200 wounded.

The chief uses of milk are as follows:—

7. A **dash** is used to seperate parenthetical phrases and clauses or to mark an aburpt stop in a sentence, *e.g.*

A figure clothed in white—supposed to be the Virgin—was distinctly seen by him.

His name was—well, I don't remember.

It is also used to take up again a scattered subject to make it one, *e.g.*,

Father, mother, sister, brother—all were there.

8. **Inverted commas** are used to mark off a reported speech, quotations and exclamations. If a smaller quotation of direct speech occurs within a longer quotation or speech, this small portion is put into single inverted commas, *e.g.*,

He said "Have you not heard me cry 'Long live the king'."

9. The mark of **interrogation** is used after direct questions, *e.g.*,

Why did you go there ?

10. The mark of **exclamation** is used after interjections and exclamations, *e.g.*

Alas ! You are ruined.

How beautiful the form !

THE USE OF CAPITAL LETTERS

Capital letters are used as under :

a. Each sentence must begin with a capital letter.

b. Every line of a poem must begin with a capital letter.

c. All proper nouns and adjectives derived from them must begin with capital letters, *e.g.*

India, Ind*ian*.

d. Abstract nouns when personified may begin with capital letters, *e.g* .

Oh Solitude ! Where are the charms
That sages have seen in Thy face ?

e. The first word within inverted commas should begin with a capital letter, *e.g.*,

He said, "Come here."

f. Degrees, titles, nouns and adjectives in the titles of books etc., generally take capital letters, *e.g.*,

M. A., His Highness, Sir George Lloyd, The Vicar of Wakefield, Tanglewood Tales.

g. The short words I, O are always written in capitals.

EXERCISES (First Stage).

1. *Write out the following with capital letters and marks of punctuation* :—

a. I took a hammer some nails and a saw.

b. Well Mr. Swith you aud I must learn this lesson

c. No my dear said she.

d. Why did you go round the cliff asked clive's friend that is not the way to the railway.

e. Where are you going John.

f. Calcutta the capital of India is a very big city.

g. I always find my brother polite industrious and honest.

h. Above behind before and all round were dangers.

i. I pray you Sir to let me go.

j. Put on your coat Rama.

k. You will hear in the course of the meeting a full account of the business.

l. You may if you eall again see him.

m. In France indeed such things are done.

n. I will when I see you tell yon a secret.

o. I met fred will and george.

p. The beggar asked for a piece of bread a glass of water or a few pence.

q. Babar, humayun, akbar jehangir, shah jehan, and aurangzeb, were the great moghul emperors.

r. Fearing the storm we returned.

s. Being bred to no business he generally lives with hls brother.

3. *Suppty capital tetters and punctuation marks in the following* :—

a. Alas he is already dead.

b. O tor my master's voice.

c. Hush the baby is asleep.

d. I cannot tell you that replied the young man.

e. But surely argued the widow it must be a comfort.

f. Capital house dog murmured the colonel.

g. Dr. Sadler. M. A. is a great educationist.

h. He continued on her return she exclaimed oh dear papa how quiet and plain all the girls at Logwood look.

i. But said thc lecturer you must note the words of shakespeare.

j. God is in heaven ! does he care
or is he good to me ?
Yes ; all I have to eat or wear
it's god that gives it me.

g. The portuguese were the first europeans to reach India. They were followed by the dutch in the year 1600 some merchants in england with the permission of queen elizabeth formed the east indian company for the purpose of trading with India, during A. D. 1740—1748 there was a struggle between the english and the french in india in which the former were victorious the battle of plassey in 1757 secured possession of bengal.

l. The place where I was born and passed my days was an isle set in the caribbean sea some half hours rowing from the coast of cuba it was steep rugged and except for my fathers family and plantation uninhabited and left to nature.

m. fear him not caesar he's not dangerous.

n. king adwerd called out they kneel down they are asking forgiveness.

o. He then despatched james of douglas and sir robert keith the mareschal of the scottish army.

p. I have said it it is true I deny it is false,

q. You will be rich if you are industrious in a few years.

r. There he met his brother and his cousin george joined them later on.

s. I stand here as a prisoner unfortunately that gentleman sits there as my judge.

t. The essential features of a paragraph are as follows unity coherence emphasis variety.

u. The examiners in english under the new regulations are prof. Smith d lit m a and arthur brown esq ll d.

v. one day walking together up a hill i said to friday do you not wish yourself in your own country again yes he said what would you do there said i would you turn wild and eat mens flesh again he looked full of concern and shaking his head said no no.

w. friend said he when you hear me give the signal advance into the market place.

x then they heard don quixote bawling out stay villain.

BOMBAY UNIVERSITY QUESTIONS

1. *Punctuate inserting capital letters:—*

I despaired at first said the corporal of being able to bring back to your honour any kind of intelligence concerning the poor sick lieutenant is he in the army then said my uncle toby he is said the corporal and in what regiment said my uncle toby i' ll tell your honour replied the corporal everything straightforwards as i learned it then trim I will find another pipe said my uncle toby and not interrupt thee till thou hast done so sit down at thy ease trim in the window seat and begin thy story again the corporal made his old bow which generally spoke as plain as a bow could speak it your honour is good.

1913.

2. *Punctuate carefully:—*

Why this one is riddled like a sieve he cried what do you load your petronels with gcod master clarke with two leaden slugs yet two leaden slugs have made a score of holes at the least and of all things in the world here is the neck of

a bottle stuck in the brutes hide good heavens I exclaimed I remember my dear mother packed a bottle of Daffy's Elixir in the barrel of my pistol and you have shot it into the blood hound roared Reuben ho ho when they hear that tale at the tap of the wheat sheaf there will be some throats dry with laughter saved my life by shooting a dog with a botte of Daffy's Elixir and a bullet as well Reuben though I dare warrant the gossips will soon contrive to leave that detail out.

1914.

3. *Re-write the following with correct punctuation, capital letters, and inverted commas:—*

A quaker was one day walking on a country road he was suddenly met by a highwayman pointing a pistol the man exclaimed your money or your life my friend said the quaker i cannot deliver my money for i should be helping thee in evil-doing however exchange is lawful and i will give thee my purse for the pistol the robber agreed on receiving the purse the quaker at once held the pistol at the robber's head and said now friend my purse back or the weapon may go off fire said the robber there is no powder in the pistol.

1914.

4. *Re-write the following in correct English with proper punctuation.*

On my return way to school I met an elephant of immense size so we myself and cooly ran quickly as our feet would carry us and made our escape by clmbing up one tree like a monkey in which we spent about four hours. Fear and hunger prevailed us. The elephant did not see where we went so it watched our comiug again I told the cooly to-day is our last day and made ready for the death and shivering with fear and turning face to face bewailed our misfortune. Fortunately I saw two peasants who are going on to the same direction I whispered and explained them what happened. At the conclusion of our talk they wondered our escape. They drove the animal by making the noise so our escape was at an end.

1919.

PUNJAB MATRIC

5. *Punctuate inserting capital letters:—*

alfred established schools brought over learned men from the continent to be the teachers and he insisted that the noblemen's sons should attend as pupils the teachers helped him to construe the meaning of some useful latin authors and to write it down in saxon for the benefit of the english.

1900.

6. *Punctuate inserting capital letters:—*

mr. pringle who was very near laughing himself answered with great good humour well then mrs. barnaby I suppose we must do without it and I don't think there will be much danger either he then took his departure leaving mrs. barnaby quite determined that agnes should drink the water.

1901.

7. *Punctuate inserting capitals:—*

there is among the records of newton the following sentence in the spirit of shakespeare I seem to have been only a boy playing on the sea-shore and diverting myself in finding a smoother pebble or a prettier shell than ordinary whilst the great ocean of truth lay all undiscovered before me.

1902.

8. *Punctuate inserting capitals:—*

A. do you mean to tell me that he has asked the colonel into his fort into fort kotal he demanded.

B. yes we are going to ride over when the sun gets a little lower.

C. we who are we.

1903.

9. *Punctuate inserting capitals:—*

jack laughed what sort of a man is the rector he askd an extremely clever man who used to be the rector of a large london parish till he nearly killed himself with overwork and came to greystone to rest yet one who is so primitive as to practise what he preaches and to act up to his own conviction replied sir roger.

1905.

10. *Punctuate inserting capitals*:—

a coldness stronger on his side than hers seemed to have arisen between viviana and guy fawkes whenever she descended to the lower room he withdrew on some excuse and though he never urged her departure by words his look plainly spoke that he desired it he was whetting the point of his dagger and did not hear her approach a deep ruddy stain flushed his cheeks and brow but he averted his gaze and continued his occupation in silence.

1906.

11. *Punctuate inserting capitals*:—

not to preserve my life from starving · not to redeem it from a robber would i part with this dear prize answered joseph what says mrs.———i supposed it was given you by some trollop if it had been the present of a virtuous man you would not have had such a value for it my husband is a fool if he parts with the horse without being paid for it.

1907.

12. *Re-write the following correcting any mistakes of grammar, spelling, punctuation, etc, that you find in the original*:—

I am much sorry to hear that you have been ill, inspite of my warnings I expect you have been working to hard. The principal involved in the proverb all work and no play makes jack a dull boy is a sound one, and though you may think you can neglect it with impunity but you will find you have mistaken until you have a good health again I cannot recommend for you to be a Doctor, as the practice of that profession too arduous, and you would not benefit your any patients certainly none of your family membersw ould come to you in order to be cured.

1914,

13. *Re-write the following correcting all mistakes of spelling, grammar, punctuation etc*:—

My family members told me "john, what this is," you had been three years in the IVth class aud cannot get promotion inspite of your teachers efforts. At cricket also we hear you are losing your skill, and you shall not get into the Ist XI until you will practice more hard."

1916.

14. *Punctuate* :—

(*d*) two frogs went into a cool dairy and by a sad chance fell into a large basin of fresh milk one frog was always cheerful and had good hopes of the future even in painful circumstances the other frog lost hope when he fell into the milk and gave up all attempts to save his life so he soon perished but the cheerful frog swam about bravely till in the early morning the dairy-maid came and rescued him.

(*b*) *When is a capital letter used?*

1926.

H. S. EXAMINATION, ALLAHABAD.

15. *Punctuate inserting capitals* :—

Your son is certainly a boy of ability said the headmaster but it all depends upon you whether he is to dwell at school what an extraordinary statement said the father how can his progress possibly de. end upon me you can see replied the headmaster that he does his home work carefully oh yes said the father I can at least do that much.

1914.

16. *Punctuate inserting capitals*; :—

The emperor having iistened to sir henry's proposal with profound amazement, exclaimed with resentment when was it ever heard that a great prince like myself willingly left his own palace to become a prisoner in the hands of strangers sir henry however declared that he would not be going as a prisoner but would be simply changing his residence if i should consent to such degradation cried tbe emperor my subjects never would.

1916.

PATNA MATRICULATION EXAMINATION.

17. *Punctuate the following passage by inserting stops and capitals is where necessary* :—

i there any noise in the streets she asked him the usual noises mr. roberts replied and looked surprised by the

question and by her aspect i dont hear you said miss carpenter what do you say it was vain for mr. roberts to repeat what he said miss carpenter could no: hear him so I will nod my head thought mr. roberts amazed at all events she will see that.

1923,

18. *Punctuate the following passage by inserting stops and capital where necessary* :—

Whats the matter thomas is't that old pain of yours again no its not that at all said he but something a good deal better would you believe it my poor old uncle Is dead and he has left me five thousand pounds that was very good of him she replied but its come too late why he enquired because she answered you are now old and broken in health what a pity it is that he did not die twenty years ago or give you the money while he was still alive.

1923.

19. *Punctuate the following passage using capitals where necessary* :—

The man was a rough bearded old sea dog who had just burst in from the tavern through the low thatch upsetting a drawer with all the glasses and now came panting and blowing straight up to the high admiral my lord my lord theyre coming i saw em off the lizard last night who my good sir you seem to have left your good manners behind you the armada your worship the spaniards but as for my manners tis no fault of mine for I never had any to leave behind me.

1924.

20. *Punctuate the following passage, putting capitals where necessary*:—

When the butler had taken what he wanted and had shut the door the city mouse bade the country mouse to take courage the latter still in a state of perturbation replied i hardly can take my food for fear do you think he will come why are you in such a fright said the city mouse come let us enjoy dainties which you may seek in vain in the country

1926.

IX

SPELLING.

Spelling is always a stumbling block for Indian students and errors are not infrequently found in the work, even of graduates. The difficulty can be overcome efficiently only by a repeated drill in the writing of difficult and confounding words, also by careful observation in the course of study of English books. Here we have given a fairly exhaustive list of words which are commonly misspelt, together with a few simple rules of spelling.

Some Rules

1. When the final *y* is preceded by a consonant, it is changed into *i* before adding *es*, as in *army*, *armies*; *carry*, *carries*; *duty*, *duties*.

2. The final *e* of verbs is dropped before adding *ing*, as in *breathe*, *breathing*; *choose*, *choosing*; *come*, *coming*.

3. When *full* is used as an ending to another word, it is spelt with one *l*, as in *care*, *careful*; *faith*, *faithful*.

4. Words of one syllable with a single consonant at the end preceded by a single vowel, double this consonant before an affix beginning with a vowel, as in *beg*, *beggar*; *fat*, *fatter*; *slip*, *slipped*; *step*, *stepped*; *thin*, *thinnest*.

5. When the final *y* is preceded by a consonant it is changed into *i* before all affixes except *ing*, *ish*, *ist*, as in *cloudy*, *cloudiness*; *lively*, *liveliness*: *greedy*, *greediness*——but carry, carrying; copy, copyst; pretty, prettyish.

6. When the final *y* is preceded by a vowel, it does not change into *i* before an affix, *e.g.*, convey, conveyed; buoy, buoyant; enjoy, enjoyeth.

7. When final *y* follows *t*, it is changed into *e* before *ous*, *e.g.* beauty, beauteous; pity, piteous.

8 The final *e* is omitted before an affix beginning with a vowel *e.g.* move, moving; double, doubling; inquire, inquiring; admire, admirable; force, forcible; grieve, grievous; create, creator.

9. When the final *e* is preçeded by *c* or soft *g*, it is retained before *able* and *ous*, *e. g.* change, changeable; service, serviceable.

10. Verbs which end in *ee*, *ie*, *ye*, and *oe* retain the *e* before *ing*, *e. g.* dye, dyeing; shoe, shoeing; see, seeing; agree, agreeing.

11. The final *e* is retained before an affix beginning with a consonant, *e. g.* blue, blueness; shame, shameful; engage, engagement; hope, hopeful. But the following exceptions may be noted: due, duly; woe, woful; whole, wholly ; argue, argument ; judge, judgment.

12. To some words ending in *c*, the letter k is added before an affix beginning with a vowel, *e. g.* traffic, trafficking; frolic, frolicking; mimic, mimicked.

13. When a word accented on the last syllable ends in a single consonant, preceded by a single vowel, the consonant is doubled before an affix, beginning with a vowel, *e. g.* begin, beginner ; excel, excelled ; distil, distiller ; rebel, rebelling.

14. Words accented on the first syllable, ending in a single consonant, preceded by a single vowel, do not double the final consonant before an affix, *e.g.* differ, difference ; credit, creditor; visit, visiting; offer, offered. The following exceptions may be noted: – worship, worshipped; bias, biassed.

15. *c* is followed by *ei*, not *ie*, *e. g.* conceit, receive, deceive, ceiling, receipt, perceive.

16. Words ending in double *l* usually drop one *l* when they come at the beginning or end of a compound word, *e. g.* al-most, al-mighty, already, belman, dulness, fulfil,

refil, until, enrol, welfare. The exceptions are:—befell, down-hill, unwell, water-fall, be-fall.

LISTS OF WORDS COMMONLY MISSPELT

phase
scarce
waste
waist
heir
praise
rein
reign
vein
deign
veil
weight
gaol
gauge
aunt
draught
hearth
guard
fraud
naught
sauce
haunt
staunch
gnat
knack
thatch
wrap
quack
freeze
queer
sphere
cease
seize
peace
piece
wreath

bier
brief
chief
fiend
grief
niece
priest
shield
siege
hedge
scent
sledge
breadth
realm
style
dice
thigh
guide
quire
height
mould
though
guilt
bean
dodge
cruise
fruit
tongue
dearth
oust
drought
hew
hue
view
feud
juice

suit
knead
grudge
comb
tomb
feign
guest
league
plough
alms
chasm
corpse
corps
fraud
fraught
hymn
psalm
quartz
rhyme
scene
scythe
taunt
verge
ache
steer
cleanse
vouch
launch
wreck
brief
coarse
eighth
hoarse
rue
sçour
scourge

cede
cheque
chair
clique
dracham
schism
scythe
sleight
thrice
twelfth
guise
liege
lymph
mien
masque
nymph
yacht
yearn
yolk
yoke
adjunct
almond
ardour
audit
domain
christmas
porridge
ravine
squadron
missile
surplice
tortoise
horrid
lustrous
neuter
wondrous
luxury
beautiful
burial
carriage

buoyant
frolicking
beginner
committeth
compelled
conferred
distiller
excelled
argument
judgment
mimicking
trafficking
conceive
antique
phaeton
deceit
foreign
fatigue
cipher
receipt
opaque
nephew
ceiling
vogue
prophecy
prophesy
almighty
bodice
lineage
penance
placard
skeleton
ague
abscess
accrue
anthem
awkward
banquet
bazzar
bouquet

cashier
catarrh
chagrin
champagne
chorus
coerce
column
dungeon
flourish
giraffe
grandeur
harangue
inveigh
isthmus
jealous
knowledge
lacquer
leopard
liquer
neighbour
nuisance
odour
persuade
pigeon
precinct
sandwich
series
solemn
spacious
symptom
tourist
treatise
victuals
belle
peer
pier
conceive
deceit
foreign
receipt

root
route
throne
thrown
audience
familiar
similar
ancestor
contractor
liquor
augur
demeanour
parlour
fibre
mere
massacre
meagre
sceptre
sombre
sepulchre
nautical
apostle
bristle
epistle
subtle
wrinkle
scruple
citadel
laurel
diurnal
feudal
corporeal
ideal
lineal
jaundice
prejudice
poultice
crevice
quotient
transient

bilious
athlete
concrete
obsolete
perquisite
mystery
abyss
arduous
biscuit
buxom
callous
arsenal
assuage
awry
diadem
diagram
dirge
elegy
epoch
duel
fragile
furlough
marine
indict
license
ordeal
statue
statute
stature
theme
plaintive
piognant
premier
prior
routine
usurp
vigil
vibrate
vouchsafe
adjutant

amateur
bachelor
co-adjuter
colonel
deacon
debtor
esquire
licentiate

marchioness
marquis
physician
sergeant
serjeant
surgeon
viscount
abhor
abridge
adjacent
anguish
affiance
anxiety
apparel
aggregate
appetite
alliance
aquatic
aqueous
area
adequate
adherent
ancestor
ascribe
bankrupt
baptism
bounteous
assign
assurance
basis
burlesque

august	exception	coincidence
bailiff	ensuing	convalescence
campaign	exodus	allegiance
caprice	fetid	maintenance
capacious	gypsum	obeisance
collision	hauteur	concurrence
comeliness	heifer	abstinence
celebrate	lacquer	prevalence
clarion	memoir	turbulence
composure	moustache	exuberance
clemency	phoenix	relevence
client	sceptic	velocity
concourse	schedule	veracity
condemn	exhaust	vivacity
chasten	rescue	voracity
cocoa	rescind	moiety
confluence	conscious	notoriety
cylinder	piquant	piety
cymbol	sanguine	sobriety
conscience	succinct	satiety
consign	sylvan	criterion
corsair	unique	dungeon
counterfeit	debris	Mediterranean
dauntless	demise	subterranean
decency	encore	vitiate
crew	juror	enunciate
defunct	linguist	emaciate
demur	plaudit	negotiate
demure	vortex	abstemious.
despair	veneer	odorous
despatch	Anguish	calendor
desperate	perjure	diameter
docile	astute	actuary
doctrine	benign	courtesy
document	cogent	embassy
druggist	obscene	hypocrisy
drunkenness	placid	contravene
dyeing	transient	serene
dying	acquiescence	discipline
eclipse	adolescence	aerial

perennial
brigadier
chandelier
fusilier
grenadier
auctioneer
gazetteer
mutineer
emporium
fulsome
hypocrite
infinite
acoustic
algebraic
catalogue
demagogue
pedagogue
prorogue
synagogue
calibre
mediocre
asylum
avalanche
diocese
dialogue
equator
eschew
ethereal
foible
foray
grotto
gaseous
gazette
guano
guilty
guitar
haggard
fractions
fracture
harmony

hatchet
havoc
hawker
funeral
funereal
hazard
Hebrew
heretic
hideous
icicle
ideal
intrude
indolence
meagre

neutral
noticeable
pelisse
pollute
porcelain
pamphlet
poetry
patient
pauper
peaceable
premises
quadrille
reimburse
ravenous
recruit
retrieve
review
scissors
scripture
riotous
sculpture
roguish
sojourn
solstice
seraglio

sombre
sovereign
spaniel
squadron
squalid
squalor
squirrel
stationer
statistics
terrier
therein
tissue
titular
tortoise
tortuous
tourist
tranquil
transcend
tedious
tenure
terrace
Tuesday
twentieth
villainous
virtuous
zealot
zealous
bodice
jeopardy
venison
penance
quiver
saltpetre
separate
consign
defunct
demur
demure
Czar
acre

armour
asthma
autumn
circuit
conduit
contour
coquette
franchise
fracas
guinea
hyaena
jeopardy
monoeuvre
mosquito
museum
myriad
picturesque
portmanteau
proselyte
rendezvous
requiem
reservoir
restaurant
retinue
reverie
satellite
scimitar
effervesce
aqueduct
augury
bivouac
laity
penury
residue
suicide
synopsis
vertebrae
expiate
flagellate
meander
ocsillate
apropos
clandestine
coherent
collosal
corpulent
corrosive
diffusive
guttural
imbecile
maritime
occular
opportune
primeval
puerile
resplendent
frankincense
pendulum
promenade
prosody
abhorrence
bronchitis
connoisseur
derelict
esquimaux
eulogy
labyrinth
pleurisy
diaphragm
sobriquet
academy
antiquity
apostrophe
cauliflower
civilization
diocesan
hallelujah
mausoleum
menagerie
panorama
soliloquy
accelerate
alienate
reconnoitre
precocious
accutrements
misdemeanour
coagulate
behaviour
Israelite
alleviate
equatorial
perpetual
abstruse
archive
acme
acreage
affiliate
albumen
algebraic
anarchy
armour
arraign
appraise
atheism
audible
authentic
budget
bivouac
bridal
bridle
calibre
catalogue
celerity
celestial
celluloid
cemetery
censor
centipede
ceremony

chameleon
chamois
chandelier
chaos
critique
croquet
debris
demagogue
disguise
ennui
exhaust
fissure
gazette
gazetteer
genuine
handkerchief
laity
oasis
odorous
phoenix
portmanteau
propriety
prosaic

quarantine
survivor
tambourine
traceable
trait
unique
archeology
aeronaut
audacity
autograph
alchemy
diarrhoea
dilemma
idiosyncracy
ignominy
millionaire
encyclopaedia
lieutenant
miniature
mortgage
palanquin
phthisis
pyramid

neuralgia
obloquy
pneumonia
poignancy
rhinoceros
obsequies
presbyterian
pharmacopoeia
pseudonym
aesthetic
loquacious
colloquial
isosceles
spontaneous
boulder
muscle
stationery
stationary
delinquent
epitaph
eucalyptus

Section III

Composition

When we study any language, our object is two-fold—(i) to be able to express ourselves in that language, and (ii) to be benefitted by the knowledge contained in that language. For most people in India the main purpose in studying English is the first. We want to acquire ability to use English for all the ordinary purposes of life. Matriculation candidates would be saiisfied if they acquired such ability. The first step in this direction is a knowledge of English grammar, and practice in the correct construction of sentences. The first two sections of this book have dealt with these beginnings. In this part we shall go a step further. We shall aim at supplying guidance and practice in "General" English, *i.e.*, indicating how a student may acquire the ability to use English clearly, forcibly, concisely and in different ways for "*generat*" purposes in life.

In life we have not merely to use isolated words and detached sentences. We are required to express series of ideas, events and incidents in a regular series of sentences. To do this well requires training and practice, and in the following pages we have endeavoured to supply both for the Matriculation candidates.

This section consists of 17 chapters, the first four being variations of one type of exercise *i.e.* Reproduction leading up to Paraphrase. The next five represent another type in different forms *viz*. Summary-writing. Then there are chapters on explanation, including Speeches and Essay-writing. Among them may also be included Letter-writing. There are also some three chapters on imaginative writing like the Story, Dialogue and Autobiography.

I

Reproduction

This exercise in the use of English is more advanced than the mere construction of isolated sentences. Here we deal with regular passages. Whenever a passage is read out to the student or a written piece set for reproduction, it has to be attentively listened to or carefully read to grasp all the incidents or ideas in it. After these ideas have been grasped and the incidents retained in memory, they may be put down on paper. Out of these details, the whole piece can be reproduced in the words of the student. The passage may be reproduced at full length but in the student's own words as far as possible. The reproduction should be clear, *i.e.*, with proper division into paragraphs, and should contain no ideas or incidents which are not in the original, nor shoud any ideas or incidents of the original disappear.

Examples

1. "O Mary, go and call the cattle home,
And call the cattle home,
And call the cattle home,
Across the sands of Dee!"

The western wind was wild and dank with foam,
And all alone went she.

The creeping tide came up along the sand,
And o'er and o'er the sand,
And round and round the sand,
As far as eye could see;

The blinding mist came down and hid the land,
And never home came she.

Oh! is it weed, or fish or floating hair?
A tress of golden hair,
Of drowned maiden's hair,
Above the nets at sea:

Was never salmon yet that shone so fair
Among the stakes at Dee !

They rowed her in across the rolling foam.
The cruel, crawling foam,
The cruel, hungry foam,
To her grave beside the sea ;
But still the boatmen hear her call the cattle home
Across the sands of Dee.

In this poem, each stanza is a step in the story, and the central idea of each may be put down as under:—

1, Mary was asked to go and call the cattle home across the sands of Dee. She went.
2. The mist and tide came over the sand and she never came home.
3. Next morning her corpse was found floating on the sea.
4. The people buried her on the shore. The people of the place still imagine hearing her call to the cattle.

When the passage has been carefully studied, understood and analysed as above, it might be reproduced as under :—

A girl named Mary was asked by her parents to go out and bring the cattle home across the sands of Dee. Mary obeyed and went out alone, though the wiud was stormy and the waves were dashing on the shore.

After Mary left her home, the tide rose and the sands were soon under water to the farthest horizon. The mist fil!ed the earth and sky, and Mary was unable to see the land. She was unable to find her way back.

Early next morning, something was found floating above the nets of fishermen. It was the golden tresses of Mary that twinkled in the sun.

Her corpse was brought to the shore and buried near the sea. She was dead, but the people of the place believe that they still hear her calling her cattle home.

2. Take exercise No. 10. in the Bombay University Questions in the Chapter "How to Summarise."

Here the incidents may be noted as under :—

(1) Pratab's situation at the time of his accession to the throne of Chittore.

(2) His aspirations to maintain the glory of his race and kingdom.

(3) The odds against him—Akbar, Rajputs &c.

The passage may then be reproduced as under:—

Pratab was the direct heir of the renowned house which had ruled Chittore for generations. But at the time of his accession, his capital was in the hands of the enemy, his relations and other members of the clan were in despair owing to repeated defeats suffered by them, and he had no material resources for war.

But he possessed the noble spirit of the Rajput race. He was wholly absorbed in one ideal. He wanted to get back Chittore, restore the power and honour of his race. This ideal filled his being, and his spirits were not damped by the difficulties in the path. The brave deeds of his ancestors inspired him with courage and faith. He waited for an opportunity.

But his adversary was more careful. He negotiated alliances with the Rajput Rajas of Marwar, Amber, and Bikaner. Even the Raja of Bundi who was a firm ally of Pratab went over to the side of Akbar. The isolation of Pratab was complete when his own brother deserted him. The odds against Pratab were almost insurmountable.

Exercises.

(1) All exercises given in the chapter on summarizing may be done over again for reproduction. This will have the additional advantage of fixing in the mind of students the difference between the two kinds of exercise.

(2) Text books in prose and poetry in actual use in the class-room will afford any number of suit-

able exercises. These will at the same time help students to make a real effort at understanding them.

The Punjab M. S. L. C.

6. *Re-write the following paragraphs in your own words:–*

Although the convicts were condemned to transportation for life, they travelled to London in excellent spirits. Their hearts beat high as they saw the great ship on which they were to set sail, but they soon found that they were compelled to rough it on board the ship. This greatly damped their spirits.

The sight of the ordinary passengers taking their ease made them feel their abject and miserable condition. They cursed the day of their capture, and had the face to say to their officers that to all appearance it was only by decree of fate that their positions were not reversed.

1926.

Allahabad H. S. Examination

1. *Read through the following passage and then describe in your own words the means by which a feudal army was raised:–*

Thus, when a great king, like that of France or England went to war, he summoned all his crown vassals to attend him, with the number of armed men corresponding to his fief, as it was called; that is the territory that had been granted to each of them. The prince, duke, or earl, in order to obey the summons, called upon all the gentlemen to whom he had given states, to attend his standard with their followers in arms. The gentlemen in their turn called upon the franklins, a lower order of gentry, and upon the peasants; and thus the whole force of the kingdom was assembled in array. This system of holding land for military service, that is for fighting for the sovereign when called upon, was called the Feudal System.

1916.

2. *As a battle was now inevitable*, Cortes resolved to march out and meet the enemy in the field. *This might serve*

the double purpose of intimidating the Thascalans and inspiring his own men, whose enthusiasm might lose somewhat of its heat, if compelled to wait the assault of their antagonists, inactive in their own entrenchments. They had not advanced a quarter of a league, when they came in sight of the Thascalan army. Its dense array stretched far and wide over a vast plain or meadow-ground, about six miles square. *Its appearance justified the report which had been given of its number.* Nothing could be more picturesque than the aspect of the Indian battalions, with the naked bodies of the common soldiers gaudily painted, the fantastic helmets of the chiefs glittering with gold and precious stones, and the shining armour which decorated their persons.

(*a*) *Give in your own words the meaning of the portions printed in italics in the above passage.*

(*b*) *Answer in your own words the following questions on the above passage.*

(i) Why did Cortes decide to attack the enemy at once ?

(ii) Contrast the appearance of the chiefs with that of the common soldiers.

1917.

3. As a rule, however, the smugglers depended *on hoodwinking and eluding the coast guards*, and endless were their devices to *gain their ends*. Sometimes a vessel appeared off the coast behaving in a suspicious manner and leading the officers to believe *she carried a cargo of contraband goods*. At nightfall she exchanged signals with the shore, but when she was boarded nothing wrong could be discovered. *She was merely a decoy*, and while the preventive men had been kept busy with her movements, another vessel had landed a cargo at some other point along the coast.

(*a*) *Read through the above passage and then describe in your own words the methods adopted by the smugglers and the coast guards.*

(*b*) *Give the meaning of the parts printed in italics.*

1917.

4. The moment an Australian savage commences his day's hunting, his whole manner and appearance undergo a wonderful change. His eyes, *before heavy and listless*, brighten up, and are never for a moment fixed upon one object; his gait and movements which were indolent and slow, become quick and restless, yet noiseles; he moves along *with a rapid stealthy space*, his glance roving from side to side in a *vigilant uneasy manner*, arising from his eagerness to detect signs of game, and his fears of hidden foes. His head is held erect, and his progress is uncertain. Nothing about him stirs but his eyes; they glance uneasily, from side to side. The earth, the water, the trees, the skies, *each are in turn subjected to a right scrutiny, and from the most insignificant circumstances* he deduces omens.

(*a*) *From the above passage describe in your own words, the attitude adopted by an Australian savage at the beginning of a day's hunting.*

(*b*) *Give the plain meaning of the parts put in italics.*

(1918).

3. Leaving the bridge, I ascended an incline and presently reached what appeared to be a tract of undulating ground. It was now tolerably light, but there was a haze which prevented my seeing objects with much precision I felt chilly and walked rapidly forward. In about half an hour 1 arrived at a point where the road divided into two. "To the right or left?" said I, and forthwith took without knowing why, the lefthand road, when in the midst of a meadow I perceived what at first I took to be a small grove of trunks of trees, stripped of their bar. As I drew nearer I saw that the objects which attracted my curiosity were not trees but immense upright stones. A man, obviously from his dress a shepherd, was leaning against one.

Briefly describe in your own words the journey of the traveller from the time he left the bridge until he met the shepherd.

1918.

6. *No more typical example could be selected* of the neglect of public affairs by the Government, and the absence of

13

public spirit among the people, than the condition of Chinese roads. There are abundant evidences in various parts of the Empire that there once existed great imperial highways connecting many of the most important cities, and that these highways were paved with stone and bordered with trees. Vast sums must have been expended on their construction and *it would have been comparatively easy to keep them in repair*, but this has been uniformly neglected, so that the ruins of such highways *present serious impediment to travel*, and the tracts have been *abandoned from sheer necessity*. It has been supposed that the decay of the great lines of traffic took place during the long period of disturbances before the close of the Illing dynasty; *but making all due allowance for political convulsions*, a period of 250 years is surely sufficiently long in which *to restore the arteries of the Empire.*

(*a*) *Give in your own words the reasons why the chinese roads were bad.*

(*b*) *Explain the phrases italicized in the above passage.*

1920.

7. The persons who worked the mines were mainly criminals or prisoners of war; but with these were many Romans of good family *who were the innocent victims of the Emperor's wrath*. All alike were forced to labour, *without distinction of sex or birth*. The labourers were under the eye of a merciless overseer, who showered blows upon them *on the slightest provocation*. In order to keep down expenses, no clothes were provided for the prisoners, and often they possessed not a rag to hide their nakedness In good or in bad health they were forced to work, and *neither the weakness of age nor the fever of sickness was regarded as proper cause for the idleness, of even an hour*. Nor was there any chance of escape even, for sentries were posted on every hill-top, and the soldiers were ready to give chase *should a man elude the watchmen*. So great were the sufferings of life that *death was hailed with joy* and it was the dying alone who possessed a single thought of happiness.

(a) Read through the above passage and then describe *in your own words* the conditions under which the prisoners were made to work.

(b) Explain the meaning of the parts in italics.

1921.

8. The Thebans were as surprised as they were elated, at their victory over the Spartans ; for in all their former wars the latter lad never been beaten by a smaller nor even by an equal number. Thus their courage had always seemed irresistible, and so high was their reputation in war that it intimidated their enemies, who were afraid to venture an engagement with them on equal terms. This battle first taught Thebans that neither Sparta nor any other country had a monopoly of valour, but that whenever the youth were ashamed of what was base and shrank from dishonour more than danger, there would be found the men who were most formidable to their enemies.

Answer in your own words the following questions on the above passage :—

(i) Why was the defeat of the Spartans unexpected ?
(ii) What lesson did the Thebans learn from this battle ?

1921.

9. The *literary sources* from which our knowledge of Asoka's reign are derived are indeed abundant. But his very fame has caused these records of his reign to *assume a legendary character*. The exaggerated stories about him are due *both to the enthusiasm of his friends, and to the misrepresentation of his foes*. In both cases *the facts are hidden by a* dense undergrowth of legend, that the modern historian is sorely perplexed in his efforts to discover the truth. Fortunately, however, there exists another source of information *which is beyond dispute*—inscriptions cut into hard rocks and pillars of stone by command of the king himself.

(a) State very briefly what are the two sources of our knowledge of Asoka's reign.

(b) Why does the modern historian find it difficult to discover the truth about Asoka ?

(c) *Explain in your own words the meaning of the parts in italics.*

10. Certain it is that he was a great favourite among all the good wives of the village, who took his part in all family quarrels, and never failed to lay all the blame on Dame Van Winkle. The children of the village, too, would shout with joy whenever he approached. He assisted at their sports, taught them to fly kites, and told them long stories of ghosts, witches and Red Indians. Whenever he went about the village, he was surrounded by a troop of children, hanging on his skirts, climbing on his back, and playing a thousand tricks on him; and not a dog would bark at him throughout the neighbourhood.

Describe Rip Van Winkle's character in your own words.

1924.

11. The Emu may be attracted by whistling. When you begin to whistle, the huge bird lifts up its head and listens with attention. Soon, delighted with the sound, he walks in a leisurely way in the direction from which it comes; then, perceiving a human being, he pauses, seems irresolute, and finally walks round and round you in circles gradually lessening, until he approaches within a few yards. *If his confidence be not repaid with a bullet* he will, *after gratifying his curiosity with a good stare*, quietly walk away. Emus are frequently speared by the natives, who by taking care to stand stock still the moment the creature lifts up its head, manage to approach within a few yards of them while feeding. If the savage happens to have his hand raised in the very act of throwing the spear when the Emu looks at him, he will remain fixed in that attitude whilst the bird takes a survey of him. Perceiving only an object without motion, the poor creature takes him for a tree and continues to graze, *falling a victim to a misplaced confidence in its own security.*

(a) Give *in your own words* an account of the way in which the Emu behaves when it hears a man whistling.

(b) Give *in your words* an account of the method by which Emus are speared.

(c) Give the meaning of the italicised portions of the passage.

12. Hiuen Tsang, who spent fifteen years in India during the reign of King Harsha, searching for the relics of early Buddhism in a land from which it was steadily disappearing, has given us a wonderful picture of a religious ceremony which makes Prayag, at the triple confluence of the Ganges and the Jamna with the sacred but invisible river, Sarasvati, near to the modern city of Allahabad, stand out as a striking landmark in Indian history. "From ancient times," says the Chinese chronicler, "the kings used to go there to distribute alm and hence it was known as the place of alms-giving. According to tradition more merit is gained by giving one piece of money there than one hundred thousand elsewhere." King Harsha distributed gifts there day after day for a period of over two months, until having exhausted all his wealth even to the jewels and the garments he was wearing, he borrowed a coarse and much worn garment with which to clothe himself and exclaimed, "Whilst I was amassing all this wealth I was always afraid lest I should find no safe and secret place in which to stow it away. Now that I have deposited it by alms-giving in the Field of Happiness I know that it is for ever in safety."

Answer in your own words, from the information contained in the above passage, the following questions: —

(i) Why did Hiuen Tsang come to India and how long did he stay ?

(ii) What stands out as a striking landmark in Indian history, and why ?

1925.

(iii) What is meant by almsgiving ? Why did King Harsha distribute gifts at Prayag ?

(iv) What is the substance of King Harsha's speech ? Also express this in the indirect form.

13. The people of that nation are on the whole very kindly, pleasant and light-hearted. They are not great traders and care little* about money, only working enough to support* themselves in that class of life to

which they were born. They are exceedingly conservative and look with disfavour on changes. Their legal tender is silver cut* into little squares of different weights. Gold is much prized by them for its beauty and is largely used for ornaments and decorative purposes. Most of their trade is, however, * carried on by means of exchange and barter, payment being made in kind. Agriculture is the great business of the country, and is really well understood and practised, most of the available acreage being under cultivation. Great attention is also given to the breeding of cattle and horses, the latter* surpassing all I have ever seen elsewhere.

(*a*) Give in your own words the character or the people described.

(*b*) What are the chief occupations of the people and how far are they successful in those cccupations ?

(*c*) What is meant by :—
(i) exchange and barter,
(ii) legal tender,
(iii) available acreage ?

I. "Among the stories in the Arabian Nights which fist fixes the attention of most people , is that of the merchant who understood the language of animals. And a delightful story it is in Æesop's Fables, also, where the beasts and the birds talk to each other and to mankind. No reader who has a proper faith in what he reads, is in the least degree surprised at sagacity which the animals display and put into the most natural language imaginable. The fox *did* say the grapes were sour ; the wolf *did* fix an unreasonable blame upon the poor little lamb which he wanted to devour ; and the lion *did* really express to the man his candid opinion upon the favoratism of portrait-painting. *At all events, the youthful imagination sees no absurdity in the idea.* This brings me to my subject—is fable entirely wrong in these little matters, and have not all animals a language of their own ? In the pride of our superior knowledge, we assert of oursel-

ves that man is the only animal who kindles a fire, cooks food, makes clothes, and is *endowed with the faculty of articulate speech*. While granting our own monopoly of fire-making, cookery, and tailoring, *are we quite sure that we do not assume a little too much superiority* when we claim that to us alone is accorded the glorious privilege of language ? "

(*a*) Give a brief summary of the above passage in your own words (the answer not to exceed ten lines of your answer-book)-

(*b*) Reproduce in your own words any *one* of the stories alluded to in the sentence. " The fox *did* say the grapes were sour ; the wolf *did fix*......... portrait-painting. "

(*b*) Explain the parts italicised in the above passage.—(1926).

II

Reports

In life we have often to report or give an account of events, incidents and such other matters to friends, to superiors and, if we are working in a newspaper office, to the editor. Reports might be about anything big and small. They might be simple accounts of such things as a theft, a motor car accident, a public meeting, a court case, the visit of a great man, games and sports, death of a person, the celebration of Moharrum, Dasehra and Divali, a riot in a town, a strike, and so on. On the other hand, reports might be very big volumes of evidence and observations collected and arranged by a group of men or one man appointed by some authority to examine some urgent problem *e.g.* Report on the Reforms by Mr. Montague and Lord Chelmsford. Reporting is an important work in life, and good reports demand careful composition. Very good specimens of reports are daily found in newspapers. It will be found that they are generally interesting, clear and short. This, in fact, is the essential quality of a good report. Only the really important details should be mentioned or described, unnecessary items being omitted. All the details should be arranged in the order in which they occurred or happened actually. Simple correct English, incidents, interest and a good arrangement of matter, these are the points to be remembered.

Examples

1. *Report of a Motor-Car Accident.*

The Anarkali Road was the scene of a serious Motor-Car accident which occurred at about 6 P. M. on Friday the 21st January. The accident was due to the recklessness of two drivers each of whom, trying to overtake the other, was madly driving his car. As the competing cars–an Austin and a Chevrolet–came almost opposite to Messrs. Atma Ram & Sons another car came from the oppsite direction. A few boys,

suddenly rushing out of the bookshop, forced the third car to change its line a little when all of a sudden the Chevrolet collided with it, throwing the driver several yards away. Hardly had this occurred when the Austin rushing at furious speed, struck against the Chevrolet and rolled over. The driver, greatly bruised, was found lying among the ruins of the car. Fortunately, there was no loss of life, the other driver receiving only a terrible shock and a cut on the forehead. All the cars were severely damaged, the Austin receiving the worst injury. The police rushed to the scene, and keeping off the curious crowd, soon cleared the road. The wounded drivers were sent to the hospital.

The accident which ended only in the injury to the cars, would have resulted in considerable loss of lives, if there had been any passengers in the cars. Such accidents are becoming more and more frequent. If only the Police will be more prompt in prosecuting cases of rash driving and if exemplary punishment is meted out to those who, by their carelessness, endanger public safety, certainly such accidents would be rare.

2. *Prize Distribution in a School.*

The Annual Prize Distribution of the Dayanand Anglo-Vernacular School was celebrated in the School Hall on Saturday the 26th January, Lala Hans Raj presiding. The Hall which was tastefully decorated with pictures and festoons was crowded with the pupils, their parents and many distinguished visitors. The functions of the day began with a prayer sung by a dozen children, all uniformly dressed in spotless white. The pupils then provided a variety of entertainments including dialogues, recitations and music. This was followed by the reading of the Annual Report of the school. The report showed a satisfactory progress in all directions, the school keeping up its brilliant record in Public Examinations and inter-school sports. The Headmaster invited the hearty co-operation of parents in the education of children, and thanked them for the encouragement and sympathy they had so far shown him.

The several prizes for proficiency in study and games and for good conduct were distributed by the President amidst

thundering applause. Lala Hans Raj then made a short speech congratulating the staff and pupils of the school on the splendid work they had done. He paid a high tribute to the religious ideals of the Arya Samaj and its great founder Swami Dayanand Saraswati. He concluded by expressing the hope that the school would continue to send out every year young men who, ever ready to serve and suffer if need be, will be fit to carry on the noble work of the great Swami in whose honour the institution was founded.

After the singing of Bande Mataram and the distribution of flowers, the pleasant function was brought to an end.

3. *Theft in a Neighbouring House.*

The other night there was a case of house-breaking and theft at my next door neighbour's house. At about midnight I was roused up from my sleep by the loud barkings of a dog and the shouts of men crying "Thief", "Thief". I rushed out of my room and found my neighbours making a vigorous search in the garden and the streets. I too joined in the search which, however, proved fruitless. I returned home and spent an uneasy night. The next morning I asked my neighbours how it had all happened, and they gave me the following account.

Two lean fellows had squeezed themselves into the bed room through the window, twisting and bending the iron bars. They first took two boxes containing jewels and money and passed them to some one waiting outside, but in their attempt to remove the gold ornaments from a sleeping girl they roused her and she immediately gave alarm. The thieves rushed through the window and made good their escape. One of them was attacked by the dog, which, receiving a blow on the head, lay by the wall panting hard and occasionally uttering a low moan. Roused by the alarm and the barking of the dog, people rushed out only to find the poor suffering animal. From room to room and from house to garden, the people rushed about but the only things they could find were the empty boxes, a turban and a lathi. These were handed over to the police who are still conducting investigations. It is believed

that the lathi which has some letters worked on it will give the clue to find out the culprits. The police believe that it is the work of a gang which has been making sudden raids in the neighbourhood for some months past. They are on the track and they hope to round off the whole gang very soon.

Exercises.

1. *Write brief reports on the following:—*
   - *a.* The annual Examination in the school.
   - *b.* The Inspector's visit to the school.
   - *c.* The opening day of the school.
   - *d.* The last day of the term.
   - *e.* The first day on the playground.
   - *f.* A geography lesson by the new teacher.
   - *g.* A debate in the school, between boys.
   - *h.* A school excursion.

W rite brief reports on the following:—

- *a.* A fire.
- *b.* Death of a great man.
- *c.* Trial of a murderer.
- *d.* A boating accident.
- *e.* A collision of trains.
- *f.* Cricket match

III.

EXPLANATION.

When we are required to explain a sentence or a passage, we have first to understand the exact meaning of it and then give the meaning of it in our own words. But the explanation is no explanation if it does not convey the idea of the original *clearly*. In the case of sentences, clearness is attained by removing big and ambiguous words, by explaining similes and metaphors, by substituting direct and simple expressions for long and round about ones. In the case of long passages, in addtion to the above, there should be a clear division of thought into its component parts.

Examples.

1. *Explain the following*:—

(*a*) Give thy thought no tongue,
(Do not express all your thoughts openly)

(*b*) More haste, less speed.

(Those people who are always in a hurry about any work they do, will find ultimately that hurry does not help them to do it in a shorter time.)

(*c*) Too many cooks spoil the broth.
(If more men engage themselves in a work than are necessary, the result will be that it will not be done properly).

(*d*) His limbs were cast in manly mould,
For hardy sports or contests bold;
And though in peaceful garb arrayed,
And weaponless, except his blade,
His stately mien as well implied
A high-born heart, martial pride,
As if a Baron's crest he wore,
And sheathed in armour trod the shore.

Sceptre and Crown
Must tumble down,
And in the dust be equal made
With the poor crooked scythe and spade.

6 (*n*) It is rather a pity that the German schemes of world dominion were not earlier realized and nipped in the bud.

(*v*) More land has now been brought under the plough.

(*w*) When mirth is full and free,
Some sudden gloom shall be;
When haughty power mounts high,
The watcher's axe is nigh.
All growth has bounds; when greatest found
It hastens to die.

(*x*) There is a Reaper, whose name is Death,
And with his sickle keen,
He reaps the bearded grain at a breath,
And the flowers that grow between.

(*y*) A stich in time saves nine.

(*z*) Those who live in glass houses should not throw stones.

2. Numerous exercises in elucidation can be done from the prose and poetry texts used in the class-room.

Bombay University Questions

1, *Explain the following passages so as to bring out their general meaning:—*

(*a*) A man's first care should be to avoid he reproaches of his own heart; his next to escape the censures of the world. If the latter interferes with the former, it ought to be entirely neglected. But otherwise there cannot be a greater satisfaction to an honest mind than to see those approbations which it gives itself seconded by the applauses of the public.

(*b*) Patient study is rot so valuable as patient thinking. We are none the better for our daily food if

(His body was like that of an athlete or a warrior. He was dressed in the garb of a peaceful citizen and with the exception of his sword, he had no outward sign of a warrior. But his stately countenance made the impression that he had a noble heart and a high spirit. People felt as if he was a great Baron and was as strong as a knight clad in armour.

EXERCISES.

Explain the following in your own words :—

(*e*) A wolf in sheep's clothing.

(*f*) To be a dog in the manger.

(*g*) A rolling stone gat'ers no moss.

(*h*) Birds of a feather flock together.

(*i*) It's never too late to mend.

(*j*) In all my toils and griefs I had hopes to husband out life's taper at the close and keep the flame from wasting by repose.

(*k*) It is better to wear out than to rust out.

(*l*) Pride goeth before destruction and a haughty spirit before a fall.

(*m*) Be not quick of tongue and slow of deed.

(*n*) To enter Parliament is the North Pole of his ambition.

(*o*) Among the workers in our social system there are plenty of round pegs in square holes.

(*p*) I had it on the tip of my tongue to call him a fool.

(*q*) After the failure of the bank, Miss. Mary was hard put to it for food.

(*r*) He brought the charge home to the accused.

(*s*) When his father died, I had to break the news to him.

(*t*) The glories of our blood and state
Are shadows, not substantial things;
There is no armour against fate;
Death lays his icy hand on kings.

we are unable to assimilate it. If we store up materials with the diligence of the bee, we need the bee's powers of elaborating them into wax or honey. A man whose brain is crushed beneath a heavy weight of facts has no active intellectual existence of his own; he does not think or feel, he simply collects. But the true student will not only study profoundly; he will also think profoundly.

1921.

2. *Explain the following passage so as to bring out their general meaning:—*

(*a*) When we see the rapid motions of insects at evening, we exclaim, how happy they must be!—so inseparably are activity and happiness connected in our minds.

(*b*) It is not the calling that degrades the man, but the man that degrades the calling. All work that brings honest gain is honourable, whether it be of hand or mind. The fingers may be soiled, yet the heart remains pure.

(*c*) Give every man thine ear, but few the voice; take each man's censure, but reserve thy judgement.

1922.

3 *Explain the following:—*

(*a*) One crowded hour of glorious life
Is worth an age without a name.

(*b*) Words are like leaves, and where they most abound.
Much fruit of sense beneath is rarely found.

(*c*) So, like the Hanuman of our ancient epic, who not knowing which herb might be wanted, had to carry away the whole mountain top, these boys have to carry in their heads the whole of the book by rote.

(*d*) He who imagines he can do without the world deceives himself much; but he who fancies the

world cannot do without him is under a still greater deception.

1923.

4. *Explain the following:—*

(*a*) Work without hope draws nectar in a sieve
And hope without an object cannot live.

(*b*) The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.

(*c*) Pleasures are like poppies spread,
You sieze the flower, the bloom is shed;
Or like snowfall on the river,
A moment white, then melts for ever.

(*d*) Irregularity and want of method are only supportable in men of great learning or genius, who are often too full to be exact, and therefore choose to throw down their pearls in heaps before the reader rather than be at the pains of stringing them.

(*e*) One good action, one temptation resisted and overcome, one sacrifice of desire or interest purely for the sake of conscience will prove a cordial for weak and low spirits.

1924.

5. *Explain any four of the following passages:—*

(*a*) There is a Livinity that shapes our ends
Rough-hew them how we will.

(*b*) Oars alone can ne'er prevail
To reach the distant coast;
The breath of Heaven must swell the sail,
Or all the toil is lost.

(*c*) Nor deem the irrevocable past,
As wholly wasted, wholly vain,
If, rising on its wrecks, at last,
To something nobler we attain.

(*d*) The mind that lies fallow for a single day sprouts up in follies that ask years of toil to root out.

(*e*) It is the imaginative people who suffer most from fear. Give them only a hint of peril, and their minds will explore the whole circumference of disastrous consequences. It is not a bad thing in this world to be born a little dull and unimaginative. You will have a much more comfortable time.

(*f*) People may need help, but the self-respecting shrink from pity. The cripple would rather you ignored his crutch and met him on the level. Often the most tactful help one can give is not seeing the need for any.

1925.

6. *Explain any two of the following passages:—*

(*a*) Like threads of silver seen through crystal beads,
Let love through good deeds grow.

(*b*) For just experience tells, in every soil,
That those who think must govern those that toil.

(*c*) The power of fortune is confessed only by the miserable for the happy impute all their success to prudence and merit.

(*d*) That character is power is true in a much higher sense than knowledge is power.

1926.

Punjab M. S. L. C.

9. *Explain briefly in your own words the meaning of the following idiomatic sentences:—*

(Do not write notes or comments.)

(*a*) I see the one down as an old soldier.

(*b*) I was in for it now.

(*c*) You mustn't throw your heart too much into the part.

(*d*) Whose marvellous composure had at last almost given way.

(*e*) I made out a party of men.

(*f*) I took him into my confidence.

(*g*) Work, though it cannot cure love, is yet a narcotic to it.

(*h*) It's a hard nut to crack.

(*i*) I struck home.

(*j*) That our enemy may be better lulled to security.

1918.

10. *Explain the phrases in italics in the following sentences*:—

(*a*) Daffydowndilly learned that *diligence is not a whit more toilsome than sport or idleness.*

(*b*) The tender-hearted Ariadne was still holding the other end, and, O! indeed, I can assure you, there was a *vast deal of human sympathy running along that slender thread of silk.*

(*c*) Father is thinking of marrying again. Ratikanta is seeking a suitable match, and *they are always conspiring about it.*

(*d*) The village wiseacres thought it shameless for Kiran's husband *to make so much fuss about a mere wife*, and for him even *to suggest a change of air.*

(*e*) John was not only always eager to attack, *but she never lost heart, she never lost grip.*

1926.

Allahabad H. S. Examination.

11. *The benefits of charitable hospitals are appreciated by the more enlightened of the people. But illiterate villagers have to be coaxed to take advantage of them; their attitude is one of resignation to pain and suffering. They are suspicious of dispensaries* and have often asked for a written order signed by me, which they regarded as an *assurance that they would get good medicine.* Moreover, the *villagers expect miracles;* if their medicine does not immediately produce a cure they condemn it as useless.

Give in your own words the meaning of the phrases italicised in the above passage.

1915.

12. *In the following passage give in your own words the meaning of the parts italicised:—*

Dinner despatched, we set forth again with minds and bodies refreshed, hoping to *make up for lost time*. We expected that *barring accidents, we should reach Smith's* by 9 'o' clock; but night and a fog coming on together, we missed the track and went astray. Going forward and returning were equally perilous, for the moor is full of *yawning pits and quaking bogs*, but, *chiled to the marrow* as we were, we dared not spend *a night in the open*, so we proceeded notwithstanding the danger. *We had made some way almosl groping in the darkness*, when we were surprised to see *a light glimmering* but a short way in front of us, and to hear a voice of a man preaching or reading loudly.

1926.

13. *India is a conservative country*. But, *old traditions are being swept away*. One thing at least which we all wish to retain is the attachment of Indians to their homes. *Love of home amongst Indians is proverbial*. We wish to see this love of home transferred to the school. The school class is a family. If any single member of the family does a disgraceful deed, the *family's honour is besmirched*. So also, to adopt another metaphor, each class is an important part of the school engine and *must work in harmony* with every other part. What boys have to learn is the lesson of *corporate life*—that *the members of the school are interdependent*.

Explain in your own words the meaning of the phrases printed in italics in the above passage.

1919.

14. *Explain in your own words the meaning of the phrases printed in italics in the following passage:—*

Before *the dawn of the Christian Era*, pepper and spices were brought overland from India to the Near East, and *many cities were distributing centres for these goods*. After the down-

fall of the Roman Empire, the Venetians who had formed themselves into a separate republic *obtained the monopoly of the Indo-European trade.* They conducted their operations first from Constantinople and afterwards from Alexandria, *whence they despatched the rich merchandise of the East* to all parts of Europe. This trade which brought great wealth to the Venetians *inspired the other nations with feelings of envy,* and led in course of time, to various *attempts to find a direct sea route to India.*

1922.

15. The victory of Trafalgar was celebrated, indeed, with *the usual forms of rejoicing* but they were without joy; for such already was the glory of the British navy through Nelson's *surpassing genius,* that it scarcely seemed to receive any addition from the most signal victory that ever was achieved upon the seas. *The most splendid death is that of the hero in the hour of victory.* Nelson has left us a name and an example which are inspiring thousands of young men—*a name which is our pride,* and an example which will continue to be *our shield and our strength.* Thus it is that the spirits of the great and the wise continue to live and act after them.

Explain the meaning of the parts italicised.

1924.

16. "Finding" fault with others often proceeds from an *inward sense of perfection.* And yet he who thinks himself perfect *is perfect only in folly.* If we would always recollect that we live among men who are imperfect by nature, we should not be in such a fever when we find out our friend's failings. *The best of men are men after all.* Everybody laughs when a saucepan says for the kettle, "How black you are!" Other men's imperfections show us our imperfections. for *one sheep is much like another.* We ought to *use* our neighbours as* looking glasses to see our own faults in**, and mend in ourselves what we see in them"

Explain clearly the phrases in italics.

1926.

Patna Matriculation Examination

17. *Explain the phrases printed in italics :—*

1. A lucrative office in the gift of the President, chancing to fall vacant, many conceived that this gentleman would have no difficulty in obtaining it, thinking that Washington could not refuse such a favour to a man, who had not only served the state well as a soldier but was *almost necessary to his own domestic happiness.*

1. This was a political opponent of Washington, but a *man of decided integrity*, and great talents for business.

3. He had done much to *thwart the measures of the President.*

4. I stood like one thunderstruck, or *as if I had seen an apparition.*

5. I went to it again to see if there were any more, and to *observe if it might not be my fancy.*

6. But after innumerable fluttering thoughts, like a man perfectly confused and *out of myself*, I came to my fortification.

7. Many statesmen and ph ilosophers came to *congratulate him on the occasion.*

8. Finding however that he *made little account of Alexander*, he went to see him.

9. Alexander, we are told, was struck with surprise at finding himself so little regarded, and *saw something so great in that carelessness* that, while his courtiers were ridiculing the philosopher as a monster, he said, "If I were not Alexander, I should be Di ogenes."

1912.

18. *Explain the phrases printed in italics:—*

(1) He entreated her all the while *to leave his Governor, Antipater, alone* in managing the state affairs in his absence.

(9) At the same time the old man *dashed into the breach* and fell pierced by the bullets of the beseiged.

1924.

20. *Explain the phrases printed in italics*:—

(1) But the only force available for his purpose was of such a description that no officer but Clive would *risk his reputation* by commanding it.

(2) All the rest *faced about* and ran away.

(3) Clive gradually accustomed them to danger and by exposing himself constantly in the most perilous situations, *established them in courage*.

(4) The latter began to *disparage his achievement*.

(5) Colombus, *overhearing their talk*, resolved to silence them.

(6) This *silenced his detractors*.

(7) That the dog is a loyal, true and affectionate friend must be *gratefully admitted*, but when comes to consider the physical nature of the animal, the *limits of our knowledge* are almost immediately reached.

(8) In these circumstances it occurred to me whether some such system as that followed with deaf-mutes might not prove very instructive if *added to the case* of dogs.

1925.

21. *Explain the phrases printed in italics*:—

(1) Men *started at the intelligence*, and turned pale.

(2) What the country had lost in its great naval hero—the *greatest of our own and of all former times*—was scarcely taken into the account of grief.

(3) It was not, therefore, from any selfish reflection upon *the magnitude of our loss* that we mourned for him; the general sorrow was of a higher character.

(4) The house not only listened to him, but *acknowledged his mastery over it.*

(5) Perseverance, industry, *correction of faults of style,* and the baffled speaker came to be able to *hold the house spell-bound* with his eloquence and rhetoric.

(6) If a man have not self control, he will lack patience' *be wanting in tact,* and have neither the power of governing himself nor of managing others.

(7) Yet, although patience is usually regarded as *a slow virtue,* Pitt combined with it most extraordinary readiness, vigour, and *rapidity of thought* and action

1926.

IV.

Paraphrase

1. Meaning and object.

When we are required to paraphrase a passage, we have to express its whole meaning with as much alteration as possible in words and constructions. So the very first task of a student, in paraphrasing, is to understand the passage thoroughly. The exact meaning of all difficult words and all difficult expressions must be grasped. When this has been accomplished, each sentence must be expressed in language different from that used in the passage. Every idea has to be expressed—no omission or addition being attempted—and the sense of the passage has to be preserved. The chief difficuity lies in using language as different from the original as possible. Paraphrase does not mean merely substitution of one word for onother It means that the ideas and the sense of the original passage have to be expressed in a different way. The following examples will make clear what is meant by paraphrase:—

(*a*) The prince was received with great magnificence.
A splendid reception was given to the heir to the throne.

(*b*) Large was his bounty, and his soul sincere,
Heaven did a recompense as largely send.

He was very liberal in his charities and he was of an upright mind. God rewarded him for his goodness in proportion to his deserts.

It is possible to express the meaning of a passage in many different ways. But in all, the exact sense of the original should be preserved. The following examples will show how a passage may be paraphased in two or more different ways,—

Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay.

(*a*) That country where men are busy only in amassing wealth at the expense of all human virtues, will be speedily brought to ruin.

(*b*) Misfortune will speedily overtake the land where human nature is so far forgotten that people devote themselves only to the acquisition of wealth.

General Hints.

1. A beginner will find it easier to paraphrase a poetical passage if he first puts the whole in natural prose-order using the words of the original. After this has been done, difficult words and expressions should be noted and suitable meanings found. Then sentence by sentence the whole can be paraphrased. Take the following example:—

Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

First step

The dark *unfathomed* caves of ocean bear full many a *gem* of purest *serene ray*. Full many a flower is born to *blush* unseen and *waste its sweetness* on the desert air.

Second step.

In the deep dark ocean there are many pearls of first-rate brilliance, but they lie there unknown. Similarly, sometimes the sweetest flowers grow in wildernesses where no one ever sees them and where their fragrance is all wasted.

2. After the paraphrase has been done, the original passage must be laid aside and the paraphrase read and revised. All errors in punctuation, grammar, spelling and style should be corrected.

3. When there is a prose passage to be paraphrased, the first step is to underline all diffficult words and phrases and note suitable substitutes for them. The second step is to

express each sentence in words and construction different from the orignal. The following rules will be helpful in effecting changes in structure.

Detailed Instructions.

1. Change one part of speech into another, *e.g.*

(*a*) After the *arrival* of the prince.
When the prince *came*.

(*b*) The king was *magnificently* dressed.
The king was dressed in *very fine* clothes.

(*c*) Knowledge and wisdom have oft-times no *connection*.

Knowledge is not necessarily *accompanied* by wisdom; and wisdom may be found where there is little or no knowledge.

2. Transform sentences from one kind to another, *e.g.*

(*a*) *It is best to see the Taj Mahal by moonlight*

(*b*) *That man is extremely unfortunate.*

(*c*) *If you wish to succeed, work hard.*

The Taj Mahal is beautiful by day, but still more beautiful when seen by moonlight.

Misfortune dogs that man's footsteps.
Success is the result of hard work.

3. Split up long sentences into short ones and *vice versa*.

(*a*) *Among all the diseases of the mind there is not one more epidemical or more pernicious than the love of flattery.*

The love of flattery is more injurious to the mind (or character) than all other failings, and it has the further disadvantage of being easily communicated from one person to another.

(*b*) *By foreign hands thy dying eyes were closed,*
By foreign hands thy decent limbs composed,
By foreign hands thy humble grave adorned,
By strangers honoured, and by strangers mourned.

Your body was buried by foreigners, and foreigners honoured and mourned you.

4. Many books on Paraphrase advise students to turn the direct narration into the indirect and *vice versa* as a device in paraphrasing passages. This is not sound advice. In paraphrase, Person and Tense should *never* be changed except as in 6 *e*, below.

In speeches in poetry, very often the second person singular "thou" is used instead of "you". It may be changed into " you ".

5. Remove all peculiar poetical words and phrasey which are allowable only in poetry, *e.g.* " Methinks ", " I trow not ", " In good smooth ". Also change exclamators sentences into direct statements, *e.g.*

Ah ! happy hills, ah ! pleasing shade,
Ah ! fields beloved in vain,
Where once my careless childhood strayed,
A stranger yet to pain.

This may be paraphrased as " When I was a careless child with no knowledge of sorrow, the hills filled me with happiness, the shade gave me pleasure, and the fields were dear to me; but now I cannot enjoy them."

Such peculiar expressions and constructions as " Mother of me and father of me " or " He sat him down and he got him up " should be rendered as " My mother and father " and "He sat down and then got up again." All obsolete and old words must be removed.

6. Figurative language should as far as possible be replaced by plain language conveying the same sense, as under :—

(*a*) He was a *tiger* on the battlefield.
He fought fiercely on the battlefield.

(*b*) He is a *light* to guide our feet.
If we follow him, we shall always be on the right path.

(*c*) This is no answer, thou unfeeling man.
To excuse the *current* of thy cruelty.

This is no justification for your unceasing cruelty.

(*d*) I care not, *Fortune*, what you may deny.
You cannot rob me of free *Nature's grace*.

It matters not if I am deprived of the good things which come by chance to people. I can still enjoy all the beauties of Nature.

(*e*) Oh *Solitude*! where are the charms
That sages have seen in *Thy face*.

I cannot understand why so many wise men have found delight in a solitary life.

(*f*) The happy night that to the *cottage* as the *crown*,
Brought tidings of salvation down.

That night was happy, because it brought the news of freedom to both the rich and the poor.

7. *Maxims and epigrams should be expanded in order to bring out their inner meaning clearly* :—

(*a*) Stone walls do not a prison make,
Nor iron bars a cage.

The man whose mind and soul are free, will continue to be free though he may be thrown into a prison

(*b*) The child is father of the man.

From the habits and ways of a child we can correctly judge what kind of man he will be.

Cautions.

1. Do not begin to paraphrare word by word without reading the whole passage and grasping its sense.

2. Do not change every word of the original. Ordinary words like "feet," "milk," etc., should be retained as they are. It is ridiculous to paraphrase them as "ends of legs," "a white fluid extracted from the breasts of the cow." Paraphrase does not mean replacing one word by another.

3. If you find a word or phrase for which you cannot find a correct substitute, retain the word or phrase of the original passage iu your paraphrase.

4. When a word or a phrase has several meanings, take care to find out a synonym for it which will convey the exact meaning in the passage.

5. Try to avoid the use of long words and fine phrases.

Exercises (First Stage).

1. Paraphrase the following:—

(i) Sceptre and crown
Must tumble down
And in the dust be equal made
With the poor crooked scythe and spade.

(ii) Though dark my path and sad my lot,
Let me be still and murmur not,
Or breathe the prayer divinely taught,
"Thy will be done."

(iii) The practical business of the Society shall be conducted by the Executive Committee of the Council, five to form a quorum.

(iv) Where ignorance is bliss, 'tis folly to be wise.

(v) My heart has learnt to glow,
For other's good and melt at other's woe.

(vi) Of all the griefs that harass the distrest,
Sure the most bitter is a scornful jest.

(vii) Look round the habitable world, how few
Know their own good, or, knowing it pursue!

(viii) Suspicion always haunts the guilty mind:
The thief doth fear in each bush an officer.

(ix) Let thy secret, unseen acts
Be such as if the men thou prizest most
Were witnesses around thee.

(x) Better to hunt in fields for health unbought,
Than fee the doctor for a nauseous draught,

The wise for cure on exercise depend;
God never made His work for man to mend.

(xi) To every man upon this earth
Death cometh soon or late,
And how can man die better
Than facing fearful odds,
For the ashes of his fathers
And the temples of his gods ?

(xii) O happy who thus liveth,
Not caring much for gold;
With clothing, which sufficeth
To keep him from the cold:—
Though poor and plain his diet,
Yet merry it is and quiet.

(xiii) But when the face of Sextus
Was seen among the foes,
A yell that rent the firmament
From all the town arose.
On the house-tops was no woman
But spat towards him and hissed.
No child but screamed out curses,
And shook its little fist.

(xiv) God will never care to look
On the rich before the poor.
He would not a palace love
Better than a cottage door.
What He makes, He makes it well:
Means it for all human-kind.
Is it lilies in a dell ?
Any one who goes may find.

(xv) I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away!

I remember, I remember
The fir trees dark and high;
I used to think their slender tops
Were close against the sky;
It was a childish ignorance.
But now'tis little joy
To know I'm further off from Heav'n
Than when I was a boy.

(xvi) Honour and shame from no condition rise;
Act well your part, there all the honour lies.

(xvii) When sorrows come, they come not single spies,
But in battalions.

(xviii) Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home.
A charm from the sky seems to hallow us there,
Which, seek through the world, is ne'er met with elsewhere.

Exercises (*Second Stage*).

Paraphrase the following:—

1. Happy the man whose wish and care
A few paternal acres bound,
Content to breathe his native air
In his own ground.

2. To one who has been long in city pent,
'Tis very sweet to look into the fair
And open face of heaven,—to breathe a prayer
Full in the smile of the blue firmament.

3. By birth the name alone descends;
Your honour on yourself depends:
Think not a coronet can hide
Assuming ignorance and pride.

4. Too many cooks spoil the broth.

5. All that glitters is not gold.

6. Reading maketh a full man; conference a ready man; and writing, an exact man.

7. But knowledge to their eyes her ample page
Rich with the spoils of time did ne'er unroll;
Chill penury repressed their noble rage
And froze the genial current of their soul.

8. Were all the vexations of life put together, we should find that a great part of them proceeds from those calumnies and reproaches which we spread abroad concerning one another.

9. The small inheritance my father left me,
Contenteth me and is worth a monarchy.
I seek not to wax great by other's waning,
Or gather wealth I care not with what envy;
Enough that what I have maintains my state
And sends the poor well pleased from my gate.

10. The mind is its own palace, and in itself
Can make a Heaven of Hell, a Hell of Heaven.

11. Turn, Fortune, thy wheel with smile or frown;
With that wild wheel we go not up or down;
Our hoard is little, but our hearts are great.

12. The loud laugh that spoke the vacant mind.

13. Why slander we the times ?

What crimes
Have days and years, that we
Thus charge them with iniquity ?
If we would rightly scan,
It's not the times are bad, but man.
If thy desire it be
To see
The times prove good, be thou
But such thyself, and surely know
That all thy days to thee
Shall spite of mischief happy be.

14. The tree is distinguished by the fruit,
Be virtue then your first pursuit:
Set your great ancestors in view,
Like them deserve the title too;

Like them ignoble actions scorn:
Like virtue prove you greatly born.

15. Some have too much, yet still do crave;
I little have, and seek no more.
They are but poor, though much they have,
And I am rich, with little store.

16. There was a time when meadow, grove and stream,
The earth, and every common sight,
To me did seem
Apparelled in celestial light,
The glory and the freshness of a dream.
It is not now as it hath been of yore:
Turn wheresoe'er I may,
By night or day,
The things which I have seen I now can see no more!

17. We must do the thing we *must*
Before the thing we *may*;
We are unfit for any trust
Till we can and do obey.

18. In barbarous society, superiority of parts is of real consequence. Great strength or great wisdom is of much value to an individual. But in more polished times there are people to do everything for money; and then there are a number of other superiorities such as as those of birth and fortune, and rank, that dissipate men's attention, and leave no extraordinary share of respect for personal and intellectual superiority. This is wisely ordered by Providence, to preserve some equality among mankind.

19. The rose of health was on his cheek,
His forehead fair as day;
Hope played within his hazel eyes,
And told his heart was gay.

20. In works of labour or of skill,
I would be busy too;

For Satan finds some mischief still
For idle hands to do.

21. We should never yield to that temptation, which to most young men is very strong, of exposing other people's weakness and infirmities, for the sake either of diverting the company or of showing our own superiority. We may, by that means, get the laugh on our side for the present; but we shall make enemies by it for ever: and even those who laugh with us will, upon reflection, fear and despise us: it is ill-natured; and the good heart desires rather to conceal than expose other people's weakneses or misfortunes.

22. Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labour, and to wait.

23. If every just man that now pines with want
Had but a moderate and beseeming share
Of that which lewdly-pampered Luxury
Now heaps upon some few with vast excess,
Nature's full blessings would be well dispensed
In unsuperfluous even proportion,
And she no whit encumbered with her store,
And then the giver would be thanked,
His praise due paid.

24. That place, that does contain
My books, the best companions, is to me
A glorious court, where hourly I converse
With the old sages and philosophers.

25. The sailor sighs, as sinks his native shore,
As all its lessening turrets bluely fade;
He climbs the mast to feast his eyes once more,
And busy Fancy fondly lends her aid.
He who ascends to mountain-tops, shall find
The loftiest peaks most wrapt in clouds and snow;
He who surpasses or subdues mankind,
Must look down on the hate of those below.
Though high above the sun of glory glow,
And far beneath the earth and ocean spread,

Round him are icy rocks, and loudly blow
Contending tempests on his naked head,
And thus reward the toils which to those summits
led.

26. For the true metal of a Golden Deed is self-devotion. Selfishness is the dross and alloy that gives the unsound ring to many an act that has been called glorious. And, on the other hand, it is not only the valour which meets a thousand enemies upon the battle-field, or scales the walls in a forlorn hope, that is of true gold. It may be, but often it is mere greed of fame, fear of shame, or lust of plunder. No, it is the spirit that gives itself for others—the temper that for the sake of religion, of country, of duty, of kindred, nay, of pity even to a stranger—will dare all things, risk all things, endure all things, meet death in one moment, or wear life away in slow persevering tendance and suffering.

27. There is no flock, however watched and tended
But one dead lamb is there !
There is no fireside howsoe'er defended,
But has one vacant chair.

28. Catch, then, O catch the transient hour;
Improve each moment as it flies;
Life's a short summer—man a flower—
He dies—alas ! How soon he dies !

29. Small service is true service while it lasts ;
Of humblest friends, bright creature ! scorn not one:
The daisy, by the shadow that it casts,
Protects the lingering dew-drop from the sun.

30. There's hardly anything so small,
So trifling or so mean,
That we may never want at all,
For service unforeseen:
And those who venture wilful waste,
May woeful want expect to taste.

31 I laugh not at another's loss
I grudge not at another's gain;

No worldly waves my mind can toss:
My state at one doth still remain:
I fear no foe, I fawn no friend;
I loathe not life, nor dread my end.

32. The work that should to-day be wrought
Defer not till to-morrow;
The help that should within be sought
Scorn without to borrow.
Old maxims these—yet stout and true—
They speak in trumpet tone,
To do at once what is to do,
And trust ourselves alone.

33. They are slaves who fear to speak
For the fallen and the weak!
They are slaves who will not choose
Hatred, scoffing, and abuse,
Rather than in silence shrink
From the truth they needs must think;
They are slaves who dare not be
In the right with two or three.

34. He jests at scars, who never felt a wound.

35. Coming events cast their shadows before.

36. To err is human; to forgive, divine.

37. This mournful truth is everywhere confess'd,
Slow rises worth by poverty depress'd.

38. Through tatter'd clothes small vices do appear;
Robes and furr'd growns hide all.

39. Weariness
Can snore upon the flint, when resty Sloth
Finds the down pillow hard.

40. See the wretch that long has tost,
On the thorny bed of pain,
Again repair his vigour lost
And walk and run again.
The meanest flow'ret of the vale,
The simple note that swells the gale,

The common air, the earth, the skies,
To him are opening paradise.

Punjab M, S. L. C. Examination

1. *Re-write the following speech about Mercy in your own words as if you were making it yourself showing that you understand clearly each sentence of it. Do not write explanatory note, merely paraphrase:—*

She spoke of the noble quality of mercy saying that it dropped as the gentle rain from heaven upon the place beneath; and how mercy was double blessing, it blessed him that gave and him that received it, and how it became monarchs better than their crown, being an attribute of God himself; and that earthly power came nearest to God's in proportion as mercy tempered justice.

1916.

2. *Paraphrase the following, adding marginal notes by way of explanation, where necessary:—*

'Tis the streamer of England—it floats over the brave,
'Tis the fairest unfurled o'er land or the wave.
But though brightest in story, matchless in fight,
'Tis the herald of mercy as well as of might.
When the tyrants are humbled and fetters are burst
Be "Justice" the war shout, and dastard is he
Who would scruple to die 'neath the flag of the Free.

1915.

3. *Paraphrase the following:—*

(*a*) But Cordelia, disgusted with the flattery of her sisters whose hearts she knew were far from their lips, and seeing that all their coaxing speeches were only intended to wheedle the old King out of his dominions, that they and their husbands might reign in his life-time, made no other reply but this that she loved his majesty according to her duty, neither more nor less.

(*b*) No sooner had Viola left the lady than a claim was made upon her valour. A gentleman, a

rejected suitor of Olivia, who had learned how that lady had favoured the duke's messenger, challenged her to fight a duel. What should poor Viola do, who, though she carried a manlike outside, had a true woman's heart and feared to look on her own sword.

1917

4. *Paraphrase briefly the following quotations:—*

(*a*) There is mercy in every place
And mercy encouraging thought!
Gives even affliction a grace,
And reconciles man to his lot.

(*b*) In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part;
For the Gods see everywhere.

(*c*) They flash upon that inward eye which is the bliss of solitude.

(*d*) The deep affections of the breast
That Heaven to living things imparts,
Are not exclusively possessed
By human hearts.

(*e*) Will no one tell me what she sings?
Perhaps the plaintive numbers flow
From old unhappy, far-off things
And battles long ago.

1918

5. *Paraphrase carefully the following stanzas giving the exact meaning in simple English, as briefly as possible:—*

"O for a soft and gentle wind !"
I heard a fair one cry,
But give to me the snoring breeze
And the white waves heaving high;
And the white waves heaving high, my boys,
The good ship tight and free,

The world of the waters is our home,
And merry men are we.
There's tempest in yon horned moon,
And lightning in yon cloud;
But hark the music, mariners!
The wind is piping loud,
The wind is piping loud, my boys,
The lightning flashing free—
While the hollow oak our palace is,
Our heritage the sea.

1923

V

Heading or Titles.

In school examinations and in general life, we are often called upon to express *in a brief form* what we have observed, felt or learnt. The first step in that art is to frame, in a few words, the *title* or *heading* of a passage or paragraph. That is the briefest form of the exercise. We hear a lecture, read a whole passage, and say what it treats of. But this we say in two or three words, or even one word. The next stage in this art is to "*give the main idea*" of a passage. This explains the subject matter in a more extended form. The next after this, comes the "*giving of a summary*." This is a still more extended form of the same type of work. In this chapter we will deal with the first of these three allied exercises.

To give the Heading or Title to a passage, one must thoroughly understand it. The passage may contain a number of sentences, and these sentences, read separately, may be taken as dealing with different subjects. But in all well-written work, in all well thought-out speeches, each paragraph or each section deals with one central idea. All the sentences lead to that one idea. The effort of the student has to be directed to finding out the idea. Sometimes a passage contains two or three ideas which seem to be separate. But it often happens, that there is an intimate connection between those ideas, and the really central idea is quite another which connects these separate ideas. Three examples, given below, will make the point clear.

Examples.

a. The minstrel fell; but the foeman's chain
Could not bring his proud soul under;
The harp he loved never spoke again,
For he tore its chord asunder,
And said, "no chain shall sully thee,
Thou soul of love and bravery !"

These lines describe chiefly the death of the minstrel but there are other lines which seem to describe other particulars as well. But these other particulars also have a connection with his death. His breaking of the harp, his last words to his beloved harp, all have connection with his death. Now if we give to these lines the heading, "The death of the minstrel," it becomes insufficient, though the chief fact is conveyed by the words. But the attending circumstances must be suggested by the Title. It is not necessary to mention those circumstances. If the nature or peculiarity of those circumstances is signified by some word in the title, the title becomes complete. If, for instance, we say, "*The Heroic Death of the Minstrel*" the title is complete. Some words have to be found to convey the exact significance or sense of subject matter.

b. It is said and may but too easily be believed that the sufferings of the fugitives were terrible. How many old men, how many women with babes in their arms, sank down and slept in the snow; how many, having crawled, spent with toil and hunger, into nooks among the precipices, died in those dark holes, and were picked to the bone by the ravens, can never be told. But it is probable that those who perished by cold, weariness and want were not less numerous than those who were slain by the assassins .

Here the whole passage is a vivid description of the sufferings of the fugitive and the death of large numbers from various causes. The details are many, but there is one central idea connecting all the sentences like beads on a string. If we give the heading as "Miseries of the fugitives," it conveys the idea of sufferings but omits the idea of "death." Therefore a word must be found which would include, in a general way, both these ideas. It would be a comprehensive title if we say, "*The Sad Fate of the Fugitives.*" The word 'fate' includes misery of all kinds as well as death.

c. "Gracious Queen!" cried many voices at once, each with a different sense of fear and warning— "Fly! we cannot depend upon the soldiers—the populace are up—they shout for King Henry—

Dr. Goddard is preaching against you at St. Paul's Cross—Sir Geoffrey Gates has come out of the Sanctuary, and with him all the miscreants and outlaws—the Mayor is now with the rebels ! Fly ! the Sanctuary !—the Sanctuary !"

Here the courtiers of the Queen give to her the details of the dangers which surround her and press her to fly. The heading would be, "*The Queen is urged to fly.*"

Sometimes it is a long story which requires a heading. In such cases it is sufficient to mention the name of the chief figure or figures in the story e g.

Robin Hood.
The Lion and the Mouse.

If possible, a word for two may be added by way of amplification *e.g.*

Exploits of Robin Hood.
How the Mouse set the Lion free.

Exercises

1. Take any lesson in the prescribed poetry or prose book, and give a heading to each paragraph or stanza.

2. Where the lesson or poem has no heading find a suitable heading for the whole.

3. Give suitable headings to all exercises in Paraphrase and Substance-giving contained in the respective chapters of this book.

VI

How to Summarise

(a) THE FIRST-STEP.

In practical life, in conversation as well as in writing, we have often to explain our ideas in brief or relate incidents and events in a few words. The first step in this art is to find out **the main idea** or ideas in the passage which we have to summarise. This means that we must find out the very essence of the passage, leaving all unnecessary modifications, illustrations &c., out of consideration. If the passage is one short paragraph, the central idea of it can be expressed in one single sentence. If the passage is composed of a number of paragraphs, the main ideas contained in it may be expressed in a series of single sentences or even in one comprehensive sent-tence. The following will serve as examples:—

Q. 1. Give the leading idea of each paragraph in the following passage:—

Simultaneous risings in England and Scotland were planned. The Earl of Mar raised the standard of rebellion in 1715, and in England the Earl of Derwentwater, Mr. Foster M. P. and a few others rose. A small Scottish detachment joined the English Jacobites. On December 22, James landed in Scotland.

From the first, the rebellion was doomed to failure. Its organization had been taken from the capable hands of Bolingbroke, who thereupon ended his connection with the Pretender. Louis XIV was dead and Philip of Orleans, the regent of France, refused to give any help. Mar proved a poor substitute for the Pretender, and no general rising in England was possible unless James abjured his religion.

Though the rebellion failed, its effects were important. For the agitated condition of the country it was felt to be

unwise to hold a general election, and therefore on May 7, 1716, the Septennial Act was passed to prolong the duration of Parliament to seven years. Though meant as a temporary measure, the Act has never been repealed. Though Parliament may seem to have acted in a high-handed manner, the circumstances of the time fully justified the bill and the results have been admirable.

Ans. 1. The Jacobites rose in a rebellion in 1615.

2. The rebellion failed owing to bad leadership and lack of outside support.

3. One indirect result was the passing of the Septennial Act.

Q. 2. Give the main purport or the leading idea of the above passage as a whole.

Ans. 1. The Jacobite rising of 1715 ended in failure but indirectly led to the passing of the Septennial Act.

Sometimes students may be asked to give the main ideas (not idea) in a certain passage. In such a case, it means that the passage has to be analysed into separate parts or points of a main idea. Let us take the following passage:—

In the midst of the honours and miseries arising from so distracted a state of affairs, reckless expense distinguished the courts of the lesser nobles as well as of the princes; and their dependents expended in rude but magnificent display the wealth which they had extorted from the people. A tone of romantic and chivalrous gallantry characterized the intercourse between the sexes, and the language of knight-errantry was still used and its observances followed, though the pure spirit of honourable love and benevolent enterprise had disappeared. The jousts and tournaments, the entertainments and revels which each petty court displayed, invited to France every wandering adventurer; and it was seldom that he failed to employ his rash courage in actions for which his happier native country afforded no free stage.

If we were to find out one heading for this whole passage we may put it as "The distracted condition of France." But

if we have to give the main ideas of the passage, we may put them as:—

(1) The nobles and their dependents were extravagant

(2) Outward forms of chivalry were still preserved but the spirit had disappeared.

(3) These externals of chivalry attracted many adventurers to France.

Sometimes the passages set in the examination are not correctly paragraphed and students may find it difficult to give the main ideas. So the attempt of the students should always be to find out the chief points or parts of an idea and express them in one sentence each. All unessential details should be left out of consideration. The language employed in the answers should, as far as possible, be the students' own.

b. THE SECOND STEP.

The actual summary of a passage is not the same thing as giving the main idea of it. When we are asked to summarise a passage, we have first to note down the main ideas in it and then put these together as briefly and in as connected a manner as possible. If we were required to give the substance of the last exercise in the previous lesson, we would first of all try to find out the chief points in the whole passage and note them either on paper or mentally. Then we would put them down in slightly expanded and connected way as under:—

France was in a distracted condition. The nobles were wasteful and extravagant; and while the true spirit of chivalry had ceased to exist, its outward observances continued and attracted many bold adventurers from other countries.

The first exercise in the previous lesson would be epitomized or summarized as under:—

The Jacobites rose in a rebellion in England and Scotland but owing to lack of leadership and outside support the attempt failed. But it indirectly led to the passing of the Septennial Act.

General Hints.

1. Carefully study the passage—once, twice, thrice—to understand the subject-matter thoroughly This is the first thing to do, for the object of a summary is to convey to the reader a knowledge of the essential points of a piece which he may never read.

2. The next thing to do is to put down the main ideas in the passage.

3. After the main ideas or the different parts of the main idea have been put down, these should be expanded to some extent and put down in a regular connected series of sentences. The summary should be a regular connected account, not a series of incomplete and unconnected sentences.

4, Omit all ornamental language, similes, unnecessary details and other words. A summary should be brief; dialogues and conversations should not be reproduced; only their purport should be given.

5. Put nothing of your own comment or criticism in the summary. Only the author's ideas have to be given.

6. Use your own words as far as possible. Shorter and easier words may be used for longer and uncommon ones. Simple sentences and modern words are necessary.

7. As far as possible put the summarised ideas in the order in which they occur in the original passage.

EXAMPLES.

1. "In a pleasant manner" may be summarised as "pleasantly."
"for a short time " ... ... "temporarily."
"to make good the damage" ... "to repair."
"at no previous period in the history of our firm'= ... ..."never before."

2. "The brave and hardy men who man our ships" may be summarised as "our sailors."
"The place where I most delight to spend my holidays"="my favourite holiday resort."
"I found the sheep that was lost"="I have found the lost sheep."

"Is it true that James and his advisers have actually decided that Trelawney shall die, have even fixed the date of his execution, and settled where it shall take place?" = "Have they decided on Trelawney's death—its time and place ?"

"It has been written that no man by taking thought can add a cubit to his stature" = "Thought will not make a man taller."

(In the first group of exercises, instead of phrases only single words have been used; in the second group, in place of clauses only single sentences or phrases have been used. These are two methods of making a passage brief.)

3.(*a*) "Ellie, who was smiling and looking so happy could not be said to be standing at a great distance from Tom" = "Ellie, smiling, happy, stood near Tom" or "Ellie stood smiling at no great distance from Tom."

(*b*) "He has definitely promised to help me, but whether his assistance will be enough to bring matters to a successful issue is most uncertain" = "He has promised to help me, but our success is most uncertain."

(In these two instances, brevity is accomplished by omission of unnecessary words and by change of form.)

4. "Under the snow-white coverlet, upon the snow-white pillow, lay the most beautiful little girl that Tom had ever seen. Her cheeks were almost as white as the pillow and her hair was like threads of gold spread all about over the bed. She might have been as old as Tom, or may be a year or two older; but Tom did not think of that. He thought only of her delicate skin and golden hair, and wondered whether she were a real live person or one of the wax dolls he had seen in the shops. But when he saw her breathe, he made up his mind that she was alive, and stood staring at her, as if she had been an angel out of heaven."

—*Kingsley.*

Summary:—

"In a snow-white bed lay a fair, golden-haired girl, so doll-like that Tom wondered whether she were alive, until he saw her breathe."

(Here the summary has been done by omitting all ornament and unessential details.)

5. Slaves cannot breathe in England; if their lungs
Receive our air, that moment they are free:
They touch our country and their shackles fall.
... ... Spread it then,
And let it circulate through every vein
Of all our empire, that where Britain's power
Is felt, mankind may feel her mercy too."

—*Cowper*.

Summary:—

"England is too merciful and powerful to permit slavery anywhere in her empire."

(Here all repetition, which is used in the original to make it effective, has been omitted in order to express the sense of it in brief.)

6. "He was evidently labouring under a very serious misapprehension indeed" = "He was seriously mistaken."

(Here simple language has been substituted for a more fastidious one and brevity accomplished.)

1. *Give the leading ideas contained in the following passage*:—

Higher, higher will we climb
Up the mount of glory
That our names may live through time
In our country's story;
Happy, when her welfare calls,
He who conquers, he who falls.

Deeper, deeper let us toil
In the mines of knowledge;
Nature's wealth and learning's spoil

Win from school and college:
Delve we there for richer gems
Than the stars or diadems.

Onward, onward may we press
Through the path of duty.
Virtue is true happiness,
Excellence true beauty.
Minds are of celestial birth,
Make we then a heaven of earth.

Closer, closer let us knit
Hearts and hands together,
Where our fireside comforts sit
In the wildest weather
O they wandar wide who roam
For the joys of life from home!

B. U. (1920).

Ans.—

We shall ever continue to seek glory and happiness in work for the Motherland.

For her sake we shall squip our minds with true knowledge and be studious in this search.

Strictly keeping to the path of duty, our virtuous minds can transform this earth iuto a heaven.

There is plenty of scope for work and pleasure here. Why wander outside for it?

2. *Express in simple prose the ideas contained in the following passage:*—

Who is thy neighbour? He whom thou
Hast power to aid or bless;
'Tis he whose careworn burning brow
Thy soothing hand may press.

Thy neighbour; 'Tis the fainting poor
Whose eye with want is dim:
Oh! enter thou his humble door
With aid and peace for him.

Thy neighbour? He who drinks the cup
When sorrow drowns the brim;
With word of high sustaining hope

Go thou and comfort him.

Thy neighbour? 'Tis the weary slave
Fettered in mind and limb;
He hath no hope this side the grave,
Go thou and ransom him.

Thy neighbour? Pass no mourner by;
Perhaps thou canst redeem
A breaking heart from misery;
Go, share thy lot with him.

Ans:—Main ideas:—

Try to act as a neighbour to those who are in real need of neighbourly sympathy and help *e, g.* the weary labourer, a sorrow-stricken wretch, a despondent slave a heart-broken mourner.

Summary :—

We should practise the virtues of neighbours to those who are in need of sympathy and help—all who are afflicted with sorrow and calamity, poor beggars fainting from exhaustion, sorrow-stricken persons needing comfort and cheer, weary slaves needing release, heart-broken wretches solace. Real neighbours are those who are in need of help.

N. B.—Sometimes the questions set at the examination are worded as "*Express the sense of...*" These exercises mean generally "Give the substance of..." when a fairly long passage has been set for work. But when we are required to express the sense of a small sentence, it means that we have to divest it of all difficulties of expression and idea, and state its idea in as simple and clear words as possible. The answer may be equal in length to the original or even longer. But the sense or exact meaniug should be clearly stated.

Examples

5 *Express the sense of the following in your own words:*—

(*a*) Knowledge is proud that she has learned so much;
Wisdom is humble that she knows no more.

(*b*) Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay.

(*c*) Only the actions of the just
Smell sweet and blossom in the dust.

(*d*) Words are like leaves; and where they most abound.
Much fruit of sense beneath is rarely found.

(*e*) This is the truth the poet sings
That a sorrow's crown of sorrow is remembering happier things.

(*f*) One crowded hour of glorious life
Is worth an age without a name.

(*g*) Let knowledge grow from more to more,
But more of reverence in us dwell.

(*h*) Swift kindness is best;
A long delay in kindness takes the kindness all away.

B. U. (1911)

Ans—

(*a*) A man who has filled his brain with many facts is often very proud of his achievement, but one who has begun to assimilate the facts. sees how little he really knows of all there is to be known, and knows he has nothing to be proud of.

(*b*) A country is on the road to decadence and ruin, when it thinks more of wealth than of humanity.

(*c*) A man's good deeds will be remembered with pleasure and gratitude, long after he is dead,

(*d*) A person who talks much usually does little.

(*e*) The greatest of all sorrows, says the poet, is the memory of past happiness.

(*f*) A short life, full of great deeds, is worth more than a long one in which nothing note worthy is done.

(*g*) May we become more humble as we learn more of what true knowledge is.

(*h*) It is better to do a kind action when we see it is needed than to wait till we must do it.

Exercises For Practice

First Stage.

1. *Give a summary of the following pieces:—*

a. The dargon-fly with the most lovely colours on its body, blue and yellow and black, spots and bars and rings, with four great wings of bright brown gauze, and eyes so large that they filled all its head and shone like ten thousand diamonds, sat in the warm, bright sun.

(Omit all ornament and unessential details)

b. He has definitely promised to help me, but whether his assistance will be enough to bring matters to a successful issue is most uncertain. (Remove unnecessary adjectives and idiomatic manner.)

c. The salmon looked at Tom in such a very fierce manner that one would have thought he was going to bite him.

(Change clauses into phrases,)

d. "It was wretched weather; stormy and wet, stormy and wet, and mud, mud, mud, deep in all the streets. Day after day a vast heavy hail had been driving over London from the East, and it drove still, as if in the East there were an Eternity of cloud and wind. So furious had been the gusts, that high buildings in town had had the head stripped off their roofs; and in the country, trees had been torn up, and sails of windmills carried away; and gloomy accounts had come in from the coast of shipwreck and death. Violent blast of rain had accompanied these rages of wind, and the day just closed had been the worst of all !—" Great expectations."—*Dickens,*

(Avoid all repetition.)

e. Out of one of the beds on which we were to repose, started up at our entrance, a man black as Cyclope form his forge.

(Remove the simile and exaggeration.)

f. "If you look at a map of the world, you will see, in the left-hand upper corner of the Eastern Hemsrphere, two islands lying in the sea. They are England and Scotland, and Ireland. England and Scotland form the greater part of these islands. Ireland is the next in size. The little neighbouring islands, which are so small upon the map as to be mere dots, are chiefly little bits of Scotland—broken off, I dare say, by the power of the restless water.'—*From* "A Child's History of England," by *Dickens.*

(Condense it into about one–fourth.)

g. "It is supposed that the Phoenicians, who were an ancient people, famous for carrying on trade, came in ships to these Islands, and found that they produced tin and lead; both very useful things, as you know, and both produced to this every hour upon the sea coast. The most celebrated mines in Cornwall are, still, close to the sea. One of them, which I have seen, is so close to it that it is hollowed out underneath the ocean; and the miners say, that in stormy weather, when they are at work down in that deep place, they can hear the noise of the waves thundering above their heads. So, the Phoenicians coasting about the Islands, would come, wlthout much difficulty, to where the tin and lead were.

"The Phoenicians traded with the Islanders for these metals, and gave the Islanders some other useful things in exchange. The Islanders were, at first, poor savages, going almost naked, or only dressed in the rough skins of beasts, and staining their bodies, as other savages do, with coloured earths and the juices or plants.

"But the Phoenicians, sailing over to the opposite coasts of France and Belgium, and saying to the people there; 'We have been to those white cliffs across the water, which you can see in fine

weather, and from that country, which is called BRITAIN, we bring this tin and lead,' tempted some of the 'French' and 'Belgians' to come over also. These people settled themselves on the south coast of England, which is now called Kent; and although they were a rough people too, they taught the savage Britons some useful arts, and improved that part of the Island"— *From* "A Child's History of England" by *Charles Dickens.*

(Note that the first paragraph has very little connection with the subject-matter, the second has some repetition and the third can be considerably reduced.)

2. *Give the substance of the following:—*

a 1*st Speaker*. What are those people looking at ? Some poor fellow's fallen down. I shouldn't wonder if he has fainted, the weather's so frightfully hot. It's silly of them to stand so close to them. Oh, there's a policeman. Tnat's a good thing. It's surprising how many people have time to waste. This idle curiosity is a regular curse.
2nd Speaker. Yes, I know. One often sees the same thing when a man gets hurt at polo or at football. The crowd give him no chance.

b. *Rama*.—We shall have a holiday to-morrow. Let us tell Krishna to ask his teacher to give him a holiday also.

Govind.—Yes, let us do that. But meanwhile you and I can practice kicking the football. You have one with you. Put it on the ground for me to kick. (Rama places the ball in position and Govind kicks it.)

Rama.—Ha ! the ball does not rise ! I can do better than that.

Govind.—Do it, then. (Rama kicks the ball.)

Rama.—You should kick the ball thus.

Govind.—Well done ! You can kick the ball as well as Krishna does. Will you tell him to ask for the holiday or shall I ?

Rama.—You do it.

c. *Citizen Manette.*—President, I indignantly protest to you that this is a forgery and a fraud. You know the accused to be the husband of my daughter. My daughter, and those dear to her, are far dearer to me than my life.

The President.—Citizen Manette, be tranquil. To fail in submission to the authority of the Tribunal would be to put yourself out of Law. As to what is dearer to you than life, nothing can be so dear to a good citizen as the Republic. If the Republic should demand of you the sacrifice of your child herself, you would have no duty but to sacrifice her. Listen to what is to follow. In the meantime be silent.

d. "I think, Monsieur Corneille, that you had better go on with your reading," said the king drily.

"Assuredly, Sire ; shall I read my play about Darius ?"

"And who was Darius ?" asked the king, whose education had been neglected.

"Darius was a king of Persia, Sire."

"Is Darius still living there ?"

"Nay, Sire ; he fought against Alexander the Great."

"Ah, I have heard of Alexander ; but I confess the matter does not deeply interest me. Pray turn to something else."

e. "Gracious Queen !" cried many voices at once, each with a different sentence of fear and warning—"Fly ! We cannot depend on the soldiers – the populace are up—they shout for King Henry—Dr. Godard is preaching against you at St. Paul's Cross—Sir Geoffrey Gates has come out of the Sanctuary, and with him all the miscreants and

outlaws—the Mayor is now with the rebels! Fly!—the Sanctuary!—the Sanctuary!"

f, "You are old, Father William," the young man cried,
"The few locks which are left you are grey;
You are hale, Father William, a hearty old man;
Now tell me the reason, I pray."
"In the days of my youth," Father William replied,
"I remembered that youth would fly fast,
And abused not my health and my vigour at first.
That I never might need them at last."
"You are old, Father William," the young man cried,
"And pleasures with youth pass away;
And yet you lament not the days that are gone,
Now tell me the reason, I pray."
"In the days of my youth," Father William replied.
"I remembered that youth could not last;
I thought of the future whatever I did,
That I never might grieve for the past."
"You are cld, Father William," the young man cried,
"And life must be hastening away;
You are cheerful, and love to converse upon death,
Now tell me the reason, I pray."
"I am cheerful, young man," Father William replied,
"Let the cause thy attention engage!
In the days of my youth I remembered my God
And He hath not forgotten my age."

3. *State in a sentence or two what the poet means by the following lines:—*

Sweet and low, sweet and low,
Wind of the western sea;
Low, low, breathe and blow,

Wind of the western sea !
Over the rolling waters go,
Come from the dying moon and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps

4. *Condense into three or four short sentences each of th following passages:—*

a. It is said, and may but too easily be believed that the sufferings of the fugitives were terrible. How many old men, how many women with babes in their arms, sank down and slept their last sleep in the snow; how many having crawled, spent with toil and hunger, into nooks among the precipices, died in those dark holes, and were picked to the bone by the ravens, can never be told. But it is probable that those who perished by cold, weariness and want were not more numerous than those who were slain by the assassins.

b. A special Army Order by His Excellency the Commander-in-Chief in India, dated Delhi, the 25th December, 1915, states :—

The following gracious message from His Imperial Majesty the King-Emperor is published for the information of the Army in India :

Buickingham Palace, 23rd December, 1915.

Another Christmas finds all the resources of the Empire still engaged in war, and I desire to convey on my own behalf and on behalf of the Queen, heartfelt Christmas greetings and our good wishes for the New Year to all who on sea and land are upholding the honour of the British name.

In the officers and men of my Navy, on which the security of the Empire depends, I repose in common with all my subjects, a trust that is absolute.

On the officers and men of my Armies, whether now in France, in the East, or in other fields, I rely with an equal faith, in confidence that their valour and self-sacrifice will, under God's guidance, lead to victory and an honourable

peace. There are many of their comrades now in hospital, and to these brave men also I desire with the Queen to express our deep gratitude and earnest prayers for their recovery.

Officers and men of the Navy and of the Army, another year is drawing to a close as it began, in toil, bloodshed and suffering, but I rejoice to know that the goal towards which you are striving draws into sight.

May God bless you and all your undertakings.

Exercises

(*Second Stage.*)

1. Of the private life of Hampden during his early years, little is known beyond what Clarendon has told [illegible] entrance into the world," says the great historian "he indulged himself in all the licence in sports and exercises and company, which were used by men of the most jolly conversation." A remarkable change, however, passed on his character. "On a sudden," says Clarendon, "from a life of great pleasure and licence, he retired to extraordinary sobriety and strictness —to a more reserved and melancholy society. It is probable that this change took place when Hampden was about twenty-five years old." At that age he was united to a woman whom he loved and esteemed. At that age he entered into political life. A mind so happily constituted as his would naturally under such circumstances relinquish the pleasures of dissipation for domestic enjoyments and public duties.—MACAULAY, Essay in *Edinburgh Review.*

2.. My family was not rich ; and being myself a younger brother, my patrimony according to the mode of my country was of course very slender. My father, who passed for a man of parts, died when I was an infant, leaving me with an elder brother and a sister under the care of our mother, a woman of singular merit, who though young and handsome devoted herself entirely to the rearing and educating of her children. I passed through the ordinary course of education with success, and was seized very early with a passion for literature, which has been the ruling passion of my life and great source of my enjoyments. My studious

disposition, my sobriety, and my industry gave my family a notion that the law was the proper profession for me : but I found an insurmountable aversion to everything but the pursuits of philosophy and general learning; and while they fancied I was poring upon Voet and Vinnius, Cicero and Virgil were the authors whom I was secretly devouring.—HUME, *Life of the Author by Himself.*

3. Though large herds of deer do much harm to the neighbourhood, yet the injury to the morals of the people is of more moment than the loss of their crops. The temptation is irresistible ; for most men are sportsmen by constitution, and there is such an inherent spirit for hunting in human nature as scarce any inhibitions can restrain. Hence towards the beginning of this century all this country was wild about deer-stealing. Unless he was a hunter, as they affected to call themselves, no young person was allowed to be possessed of manhood or gallantry. The Waltham blacks* at length committed such enormities, that government was forced to interfere with that severe and sanguinary act called the Black Act, which now comprehends more felonies than any law that was ever framed before. And therefore a late Bishop of Winchester, when urged to restock Waltham Chase, refused, from a motive worthy of a prelate, replying that "It had done mischief enough already."—GILBERT WHITE, *Natural History of Selborne.*

4. The greatest results in life are usually attained by simple means and the exercise of ordinary qualities. The road of human welfare lies along the old highway of steadfast well-doing ; and they who are the most persistent and work in the truest spirit will usually be the most successful. Fortune has often been blamed for her blindness; but fortune is not so blind as men are. Those who look into practical life will find that fortune is usually on the side of the industrious, as the winds and waves are on the side of the best navigators. In the pursuit of even the highest branches of human enquiry, the common qualities are found the most useful, such as common sense, attention, application, and

* *A band of poachers who went about deer-stealing with blackened faces to escape being recognised.*

perseverance. Genius may not be necessary, though even genius of the highest sort does not disdain the use of these ordinary qualities. The very greatest men have been among the least believers in the power of genius and as worldly wise and persevering as successful men of the commoner sort. Some have even defined genius to be only common sense intensified. A distinguished teacher and president of a college spoke of it as the power of making efforts. John Foster held it to be the power of lighting one's own fire. Buffon said of genius "it is patience."—SMILES, *Self-Help*.

5. The first sense of sorrow I ever knew was upon the death of my father, at which time I was not quite five years of age. I remember I went into the room where his body lay, and my mother sat weeping alone by it. I had my battledore in my hand and fell a-beating the coffin and calling "Papa"; for I know not how I had some slight idea that he was locked up there. My mother caught me in her arms, and transported beyond all patience of the silent grief she was before in, she almost smothered me in her embrace, and told me, in flood of tears, papa could not hear me and would play with me no more; for they were going to put him underground, whence he could never come to us again. She was a very beautiful woman, of a noble spirit, and there was a dignity in her grief amidst all the wildness of her transport, which methought struck me with an instinct of sorrow, which, before I was sensible what it was to grieve, seized my very soul and has made pity the weakness of my heart ever since.—STEELE, *Spectator*.

6. The rider speedily reached Richmond Lodge, where Prince George was then living, and asked to see the owner of the mansion. The mistress of the house and her ladies, to whom our friend was admitted, said he could not be introduced to the master, however pressing the business might be. The master was asleep after his dinner; and woe to the person who interrupted him. Nevertheless, our stout friend of the jack-boots put the afrighted ladies aside, opened the forbidden door of the bedroom, wherein upon the bed lay a little gentleman; and here the eager messenger knelt down in his jack-boots.

He on the bed started up and with many oaths and strong German accent asked who was there and who dared disturb him.

"I am Sir Robert Walpole," said the messenger. The awakened sleeper hated Sir Robert Walpole. "I have the honour to announce to your Majesty, that your royal father, King George, died at Osnaburg on Saturday last, the 10th inst."

"Dat is one big lie!" roard out his sacred Majesty, King George II; but Sir Robert Walpole had stated the fact. and from that day until three and thirty years after, George, the second of the name, ruled over England.—THACKERAY, *The Four Georges.*

7. A Nightingale that all day long
Head cheered the village with his song,
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel, as well he might,
The keen demands of appetite;
When looking eagerly around
He spied far off upon the ground,
A something shining in the dark,
And knew the Glow-worm by his spark;
So to swooping down from hawthorn top
He thought to put him in his crop.
The worm. aware of his intent,
Harangued him thus, right eloquent:
"Did you admire my lamp," quoth he,
"As much as I your minstrelsy,
You would abhor to do me wrong
As much as I to spoil your song,
For 'twas the self-same Power divine
Taught you to sing and me to shine,
That you with music, I with light,
Might beautify and cheer the night."
The songster heard this short oration,
And, warbling out his approbation,
Released him as my story tells,
And found a supper somewhere else.

Cowper.

8. See the kitten on the wall,
Sporting with the leaves that fall,
Withered leaves—one—two—and three—
From the lofty elder tree.

Through the calm and frosty air
Of this morning bright and fair,
Eddying round and round they sink
Softly, slowly: one might think
From the motions that are made
Every little leaf conveyed
Sylph or Fairy hither tending,
To this lower world descending,
Each invisible and mute,
In this wavering parachute.

But the kitten, how she starts,
Crouches, stretches, paws, and darts
First at one, and then its fellow,
Just as light and just as yellow!
There are many now, now one,
Now they stop, and there are none.

WORDSWORTH.

9. About Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said,
"What writest thou?" The vision raised its head,
And with a look made of all sweet accord
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the Angel. Abou spoke more low,
But cheery still; and said, "I pray thee then,
Write me as one who loves his fellow-men."
The Angel wrote and vanished. The next night
It came again with a great wakening light,

And showed the names whom love of God had blessed,
And lo ! Ben Adhem's name led all the rest.

LEIGH HUNT.

10. *Give in your own words the plain meaning of the following passage :—*

The Andamans are not to be looked upon as a pleasant place of confinement, but as a sphere where Government hopes to reform criminals. A large proportion of the prisoners are employed in various trades, and by degrees they are allowed freedom, until at length their punishment is simply their exile. They are practically a free people although they are always liable to be put back to forced labour, in case they do not behave properly. They are in fact self-supporting convicts; each works for himself and by providing the means for his own livelihood, saves Government about two hundred rupees a year. It is therefore for reasons of economy advisable to give them opportunities for becoming self-reliant.

11. *Give in your own words the substance of the following passage :—*

"Strange to say I could not conquer my dislike to Mr. Masterman. I had nourished the feeling too long. I could not bear that my mother should be under obligations to him: it hurt my foolish pride young as I then was. Besides as I was put to a better school I was deprived of all my former enjoyments. I became discontented and unhappy merely because I was obliged to pay attention to my learning and could no longer have my own way."

12. *Give the substance of the following passage in your own words:—*

"It is the idle who complain they cannot find time to do that which they fancy they wish. In truth, people can generally make time for what they choose to do; it is not really the time but the will that is wanting; and the advantage of leisure is mainly that we may have the power of choosing our work, not certainly that it confers any privilege of idleness. 'Time travels in diverse paces with diverse persons. I'll tell

you who time ambles withal, who time trots withal, who time gallops withal, and who he stands withal'."

13. *Express the sense of the following passage in your own words, using short sentences in simple English:—*

Our next work was to repair the boat and think of seizing the ship; and for the captain, now he had leisure to parley with them, he expostulated with them on the villainy of their practices with him, and at length upon the farther wickedness of their design, and how certainly it must bring them to misery and distress in the end, and perhaps to the gallows

14. *Tell in your own words (not more than 15 lines) the following story of "The Road to the Trenches"· incident in the Crimean War:—*

"Leave me comrades,—here I drop;
No, Sir, take them on;
All are wanted—none should stop;
Duty must be done.
Those who guard you take will find me
As they pass below,"
So the soldier spake, and staggering
Fell amid the snow
And ever, on the dreary heights,
Down came the snow.
"Men, it must be as he asks;
Duty must be done;
Far too few for half our tasks
We can spare not one.
Wrap him in this—I need it less.
Fear not they shall know;
Mark the place—yon stunted larch,
Forward." On they go,
And silent, on their silent march,
Down sank the snow.
Looking, looking for the mark,
Back the others came,
Struggling through the snow drifts dark,
Calling out his name.

"Here—or there—the drifts are deep—
Have we missed him ?—no—
Look ! a little growing heap
Snow above the snow,
Strong hands raised him; voices strong
Spoke within his ears;
Ah ! his dreams had softer tongue !
Neither now he hears.
One more gone for England's sake
Where so many go,
Lying down without complaint,
Dying in the snow.
Starving, striving in the snow,
Simply done his soldier's part,
Through long months of woe !
Long endured, with soldier heart,
Battle, famine, snow;
Noble, nameless, English heart,
Snow cold, in the snow.

Bombay University Questions.

1. *Give the substance of the following poem in your own words (about 15 lines)*, using the Indirect form throughout, and briefly state what moral lesson you learn from it :—

Jack and Joe.

" Jack's a scholar, as all may say,
Dreams in Latin and Greek ;
Gobbles a Grammar in half a day,
And a lexicon once a week.
Three examiners came to Jack :
" Tell us all you know ! "
But when he began, " To Oxford back,"
They murmured, " We will go."
" But Joe is a regular fool," says Jack ;
" And Jack is a fool," says Joe.

Joe's a player; and no mistake,
Comes to it born and bred,
Dines in pads for the practice sake,
Goes with a bat to bed.

Came the bowler and asked him "Pray,
  Shall I bowl you fast or slow?"
But the bowler's every hair was grey
  Before he had done with Joe,
    "But Joe is a regular fool," says Jack;
    "And Jack is a fool," says Joe.

Morning wakes with a rousing spell,
  Bees and honey and hive;
Drones get up at the warning bell,
  But Jack was at work at five.
Sinks the day on the weary hill,
  Cricketers homeward flow;
All climb up in the twilight chill,
  But the last to leave is Joe.
    But Joe is a regular fool," says Jack:
    "And Jack is a fool," says Joe.

"Fame," says Jack, "with the mind must go,"
  Says Joe, "with the legs and back;"
"What is the use of your arms?" says Joe;
  "Where are your brains?" says Jack.
Says Joe "Your Latin I truly hate";
  Says Jack, "I adore it so";
"But your bats," says Jack, "I nowhere rate".
  "My darling!" answers Joe.
    "But Joe is a regular fool," says Jack,
    "And Jack is a fool," says Joe.

Can't you settle it, Joe and Jack,
  Settle it, books and play?
Dunce is white and pedant is black,
  Haven't you room for grey?
Let neither grammar nor bats be slack,
  Let brains with sinews grow,
And you'll be Reverend Doctor Jack
  And you will be General Joe!
    "But Joe is a regular fool," says Jack;
    "And Jack is a fool," says Joe.

2. *Give the purport of the following lines* :—

The wretch, condemn'd with life to part,
Still, still, on hope relies;
And every pang that rends the heart,
Bids expectation rise.
Hope like the glimmering taper's light,
Adorns and cheers the way;
And still as darker grows the night,
Emits a brighter ray.

3. *Give in about a dozen lines the leading ideas of the following passage*:—

The mind is ever ingenious in making its own distress. The wandering beggar who has none to protect, or feed, or shelter him, fancies complete happiness in labour and a full meal. Take him from rags and want; feed, clothe, and employ him, his wishes now rise one step above his station; he could be happy were he possessed of raiment, food, and ease. Suppose his wishes gratified even in affluence and tranquility, indeed, but indolence soon breeds anxiety, and he desires not only to be freed from pain, but to be possessed of pleasure. Pleasure is granted him, but this opens his soul to ambition; and ambition will be sure to taint his future happiness, either with jealousy, disappointment or fatigue.

4. *Express in your own words the sense of the following passage* :—

According to the traditions of his companions, Mohammed was distinguished by the beauty of his person, an outward gift which is seldom despised, except by those to whom it has been refused. Before he spoke, the orator (in him) engaged on his side the affections of a public or a private audience. His countenance painted every sensation of the soul and his gestures enforced each expression of the tongue. In the familiar offices of life, he scrupulously adhered to the grave and ceremonious politeness of his country ; his respectful attention to the rich and powerful was dignified by his condescension and affability to the

poorest citizen of Mecca. He possessed the courage both of thought and action. His youth had never been instructed in the arts of reading and writing. The common ignorance of the times exempted him from shame or reproach; but he was deprived of those faithful mirrors which reflect to our mind the minds of sages and heroes.

5. *What is the leading idea of the following lines* :—

"They are slaves who fear to speak
For the fallen and the weak :
They are slaves who will not choose
Hatred, scoffing, and abuse,
Rather than in silence shrink
From the truths they needs must think !
They are slaves who dare not be
In the right with two or three !"

6. *Epitomise* :—

"Speak gently !—it is better far
To rule by love than fear :
Speak gently,—let no harsh word mar
The good we may do here.

Speak gently to the young, for they
Will have enough to bear ;
Pass through this life as best they may,
'Tis full of anxious care.

Speak gently to the aged one,
Grieve not the careworn heart ;
The sands of life are nearly run,
Let them in peace depart.

Speak gently to the erring ones,
They must have toiled in vain :
Perchance unkindness made them so,
Oh ! win them back again.

Speak gently !—'tis a little thing
Dropped in the heart's deep well,

The good, the joy, that it may bring
The rolling years shall tell."

7. *Write in your own words the character of Fox as gathered from the following :—*

"Fox's fatal defect as a statesman was want of judgment: he was vehement, passionate, carried away by the impulse of the day, without the thought of the morrow stil, less of the day after. 'The present day,' Metternich used to say, 'has no value for me except as the eve of to-morrow, it is with to-morrow that my spirit wrestles.'—This sublime disregard of to-day can have no place in the politics of a parliamentary country, but the disregard of to-morrow is scarcely less dangerous. Fox could, indeed, lay down principles for all time, but the moment the game was afoot, they ceased to govern his conduct. Had it not been for this, he would have been the most powerful and popular minister that his country has ever known; as it was, he scarcely held office at all. A life of dissipation, hardly paralleled in that dissipated age, did not leave him the coolness or balance, which would have made him a match for Pitt; his private life too much influenced his public conduct. At the gaming table he had indeed learnt to endure with dauntless bearing the frowns of fortune, whether in politics or at hazard; but his experience of play had also taught him a low estimate of human nature, a sort of gambling spirit in public affairs.

1. *What ideal of life is embodied in the following lines:—*

What is our duty here? To tend
From good to better, thence to best:
Grateful to drink life's cup, then bend
Unmurmuring to our bed or rest;
And so to live, that when the sun
Of our life's day shall sink in night,
Memorials sweet of mercies done
May shrine our names in memory's light.

9. *Give a brief summary of the following:—*

When Letty had scarce pass'd her third glad year
And her young, artless words began to flow,
One day we gave the child a coloured sphere
Of the wide earth, that she might mark and know
By tint and outline, all its sea and land.
She patted all the world; old empires peep'd

Between her baby fingers; her soft hand
Was welcome at all frontiers. How she leap'd
And laughed, and prattled in her world-wide bliss;
But when we turned her sweet unlearned eye,
On our own isle, she raised a joyous cry,
'Oh! yes, I see it, Letty's home is there!'
And while she hid all England with a kiss,
Bright over Europe fell her golden hair.

9. *What do you gather from the following passage regarding the aims of Pratab and the difficulties he had to encounter?*

Pratab succeeded to the titles and renown of a famous house but without a capital, without resources, his kindred and clan dispirited by reverses. Yet possessed of the noble spirit of his race, he meditated the recovery of Chittore, the vindication of the honour of his house, and the restoration of its power. Elevated with this design, he hurried into conflict with his powerful adversary, nor stopped to calculate the means which were opposed to him. Accustomed to read in his country's annals the splendid deeds of his forefathers, and that Chittore had more than once been the prison of their foes, he trusted that the revolutions of fortune might co-operate with his own efforts to overturn the most able throne of Delhi. The wily Moghul, on the other hand, ranged against Pratab his kindred in faith as well as blood. The Princes of Marwar, Amber, Bikaner, and even Bundi, late his firm ally, took part with Akbar and upheld despotism. Nay, even his own brother, Sagarji, deserted him, and received, as the price of treachery, the ancient capital of his race and the titles which this conferred.

10. *Epitomise the following verse:*--

When captains courageous, whom death could no daunt
Did march to the siege of the city of Gaunt,
They mustered their soldiers by two and by three,
And foremost in battle was Mary Ambree.
When brave Sir John Mayor was slain in her sight
Who was her true lover, her joy and delight,

Because he was slain most treacherously,
Then vowed to avenge him Mary Ambree,
She clothed herself from the top to the toe,
In buff of the bravest, most seemly to show;
A fair shirt of mail then slipped on she;
Was not this a brave bonny lass, Mary Ambree?
A helmet of proof she straight did provide,—
A strong army sword she girt by her side,
On her hand a goodly fair gauntlet put she;
Was not this a brave bonny lass, Mary Ambree?
Then took she her sword and her target in hand,
Bidding all such as would be of her band,
To wait on her person; came thousand and three;
Was not this a brave bonny lass, Mary Ambree?

11. *Explain in your own words the sense of the following passage:—*

That superiority over his fellows which he maintained with so much dignity in his march through life, was not assumed from vanity and ostentation, but was the natural and constant effect of those extraordinary powers of mind, of which he could not but be conscious by comparïson, the intellectual difference which in other cases of comparsion of characters is often a matter of undecided contest being as clear in his case as the superiority of stature in some men above others. He did not strut or stand on tip toe, he only did not stoop. From his earliest years his superiority was perceived and acknowledged. He was from the beginning a king of men. In short, he is a memorable instance of what has been often observed that the boy is the man in miniature and that the distinguishing charariterstics of each individual are the same through the whole course cf life.

12. *Epitomise the following in 10 or 12 lines of simple prose:—*

There came a youth upon the earth,
Some thousand years ago,
Whose slender hands were nothing worth,
Whether to plough, or reap, or sow.

Upon an empty tortoise shell
He stretched some chords, and drew

Music that made men's bosoms swell
Fearless, or brimmed their eyes with dew

His words were simple words enough,
And yet he used them so
That what in other mouths was rough
In his seemed musical and low.

Men called him but a shiftless youth
In whom no good they saw;
And yet, unwittingly, in truth,
They made his careless words their law.

They knew not how he learned it all,
For idly, hour by hour,
He sat and watched the dead leaves fall,
Or mused upon a common flower.

It seemed the loveliness of things
Did teaçh him all their use
For in mere weeds, and stones, and springs,
He found a healing power profuse.

And after he was dead and gone
And e'en his memory dim,
Earth seemed more sweet to dwell upon,
More full of love, because of him.

13. *Express in your own words the sense of the following passage:—*

The spread of education has had a democratic tendency. Those who are to have the prizes of life are chosen on their merits more than ever before. It must, however, always be borne in mind that character and integrity count in the market-place among those merits as well as do merits and ability. For the man who possesses both çapacity and character, and who having selected his path, sticks to his plan of life undeviatingly the chances of success seem to me to-day very great. But wisdom means more than attention to the gospel of getting on. Life will at the end seem a poor affair if the fruits of its exertions are to be no more than material acquisitions. From the cradle to the

grave it is a course of development and the development of quality as well as quantity ought to continue to the last.

14. *Epitomise the following verses in simple prose* :—

Shades of evening ! close not o'er us.
Leave our lonely bark a while;
Morn, alas ! will not restore us
Yonder dim and distant isle.

Still my fancy can discover
Sunny spots where friends may dwell;
Darker shadows round us hover,—
Isle of beauty, fare thee well !

'Tis the hour when happy faces
Smile around the taper's light:
Who will fill our vacant places ?
Who will sing our songs to-night ?

Through the mist that floats above us
Faintly sounds the vesper bell,
Like a voice from those that love us
Breathing fondly, fare thee well !

When the waves are round us breaking,
As I pace the deck alone,
And my eye is vainly seeking
Some green leaf to rest upon ;

When on that dear land I ponder
Where my old companions dwell,
Absence makes the heart grow fonder—
Isle of beauty, fare thee well !

15. *Express in your own words the sense of the following passage* :—

The English are reputed morose. I do not know that they have sadder brows than their neighbours of northern climates. They are sad by comparison with the singing and dancing nations; not sadder, but slower and staid, as finding their joys at home. They, too, believe that where there is no enjoyment of life, there can be no vigour and heart in speech or thought; that your merry heart goes all the

way, your sad one tires in a mile. This trait of gloom has been fixed on them by French travellers who have spent their wits on the solemnity of their neighbours. The French say gay conversation is unknown in their island. The Englishman finds no relief from reflection, except in reflection. When he wishes for amusement, he goes to work. His hilarity is like an attack of fever. Religion, the theatre, and the reading of books on his country, all feed and increase his natural melancholy.

16. *Give in your own words the sense of the following lines :—*

The minstrel fell; but the foeman's chain
Could not bring his proud soul under ;
The harp he lov'd ne'er spoke again,
For he tore its chords asunder :
And said, "No chain shall sully thee,
Thou soul of love and bravery !"

17. *Express briefly the ideas contained in the following :—*

What is noble ? to inherit
  Wealth, estate, and proud degree ?—
There must be some other merit
  Higher yet than these for me !—
Something greater far must enter
  Into life's majestic span
Fitted to create and enter
  True nobility in man.

What is noble ? tis the finer
  Portion of our mind and heart
Linked to something still diviner
  Than mere language can impart:
Ever prompting—ever seeing
  Some improvement yet to plan;
To uplift our fellow being
  And, like man, to feel for man.

What is noble ?—is the sabre
  Nobler than the humble spade ?

There's a dignity in labour
Truer than e'er pomp arrayed !
He who seeks the mind's improvement
Aids the world, in aiding mind !
Every great commanding movement
Serves not one, but all mankind.

18. *Give in your own words the substance of the following:—*

My mind to me a kingdom is;
Such perfect joy therein I find,
As far exceeds all earthly bliss
That world affords, or grows by kind:
Though much I want what most men have,
Yet doth my mind forbid me crave.

Content I live—this is my stay;
I seek no more than may suffice;
I press to bear no haughty sway;
Look what I lack, my mind supplies !
Lo ! Thus I triumph like a king,
Content with what my mind doth bring.

Some have too much, yet still they crave:
I little have, yet seek no more;
They are but poor, though much they have,
And I am rich, with littte store.
They poor, I rich: they beg, I give:
They lack, I lend: they pine, I live.

I wish but what I have at will:
I wander not to seek for more:
I like the plain; I climb no hill;
In greatest storm I sit on shore,
And laugh at those that toil in vain,
To get what must be lost again
—This is my choice: for why—I find
No wealth is like a quiet mind.

1922.

19. *Summarise the following prose passage to about one-third of its original size:—*

Old age, it is said, disqualifies us from taking an active

part in the great scenes of business. But in what scenes? Let me ask. If in those which require the strength and vivacity of youth, I really admit the charge; but are there no other none which are peculiarly appropriated to the evening of life, and which being executed by the powers of the mind are perfectly consistent with a less vigorous state of body? Nothing can be more void of foundation than to assert that old age necessarily disqualifies a man for the great affairs of the world. As well might it be affirmed that the pilot is totally useless and unengaged in the business of the ship, because, while the rest of the crew are more actively employed in their respective departments, he sits quietly at the helm and directs its motions. If in the great scenes of business an old man cannot perform a part which requires the force and energy of vigorous years, he can act nonetheless in a nobler and more important character. It is not by exertions of corporeal strength and activity that the momentous affairs of state are conducted; it is by cool deliberation, by prudent counsel, and by that authoritative influence which ever attends on public esteem—qualifications which are so far from being impaired, that they are usually strengthened and improved by increase of years.

1923.

20. *Summarise the following passage to about one third of its length :—*

In the same way, we constantly hear of the evils of wealth and of the sinfulness of loving money; although it is certain that, after the love of knowledge, there is no one passion which has done so much good to mankind as love of money. It is to the love of money that we owe all trade and commerce; in other words, the possession of every comfort and luxury which our own country is unable to supply. Trade and commerce have made us familiar with the productions of many lands, have awakened curiosity, have widened our ideas by bringing us in contact with nations of various manners, speech and thought, have supplied an outlet for energies which would otherwise have been pent up and wasted, have accustomed men to habits of enterprise, forethought and calculation, have, moreover, communicated to us

many arts of great utility, and have put us in possession of some of the most valuable remedies with which we are acquainted, either to save life or to lessen pain. These things we owe to the love of money. If theologians could succeed in their desire to destroy that love, all these things would cease, and we should relapse into comparative barbarism.

1924.

21. *Summarise the following passage to about one-third of its length :*

Examine a savage in the history of his country and predecessors ; human nature is to him an unknown country. This is the reason why demi-gods and heroes have ever been erected in times or countries of ignorance and barbarity; they addressed to people who had high opinions of human nature, because they were ignorant how far it could extend ; they addressed a people who were willing to allow that men should be gods because they were yet imperfectly acquainted with God and with man. These imposters knew that all men are naturally fond of seeing something very great, made from the little materials of humanity ; that ignorant nations are not more proud of building a tower to reach heaven, or a pyramid to last for ages, than of raising up a demi-god of their own country and creation. The same pride that erects a colossus or a pyramid, instals a god or an hero, but though the adoring savage can raise his colossus to the clouds, he can exalt the hero not one inch above the standard of humanity ; incapable therefore of exalting the idol, he debases himself and falls prostrate before him.

1925.

22. *Summarise the following passage, reducing it to about one-third of its length:—*

One great cause of our insensibility to the goodness of the Creator is the very *extensiveness* of His bounty. We prize but little what we share only in common with the rest, or with the generality, of our species. When we hear of blessings, we think forthwith of successes, of prosperous fortunes, of honours, riches, preferments, *i. e.*, of those advantages and

superiorities over others, which we happen either to possess, or to be in pursuit of, or to covet. The common benefits of our nature entirely escape us. Yet these are the great things. These constitute what most properly ought to be accounted blessings of Providence, what alone, if we might so speak, are worthy of its care. Nightly rest and daily bread, the ordinary use of our limbs, and senses and understandings, are gifts which admit of no comparison with any other. Yet, because almost every man we meet with possesses these, we leave them out of our enumeration. They raise no sentiment : they move no gratitude. Now, herein is our judgment perverted by our selfishness.

1926.

H. S. Examination Allahabad.

23, *Give in your own words the plain meaning of the following passage:—*

The Andamans are not to be looked upon as a pleasant place of confinement, but as a sphere where Government hopes to reform criminals. A large proportion of the prisoners are employed in various trades, and by degrees they are allowed freedom, until at length their punishment is simply their exile. They are practically a free people although they are always liable to be put back to forced labour, in case they do not behave properly. They are, in fact, self supporting convicts; each works for himself,and by providing the means for his own livelihood, saves Government about two hundred rupees a year. It is, therefore, for reasons of economy advisable to give them opportunities for becoming self-reliant.

1918.

24. *Write briefly in your own words the substance of the following passage:—*

There is a large class of men who have an undeveloped taste for reading good books. What is wanted is a teacher to stimulate them to read. It is true that students will rarely become great scholars. But the mark of a civilised man is the

use he makes of his leisure, and no better use can be made of leisure than to read a good book. The humbler the position of a man the greater is the value to him of a love of reading. If he has horses, motor cars or other means of recreation he can do without books but if not, a single book can serve to extend his thoughts beyond the range of his everyday interests.

1919.

25. *Give in your own words the substance of the following passage* :

In the days of Queen Elizabeth the air was full of enterprize. The hearts of men had been stirred by the news of the discovery of a New World. Trade was increasing fast and men's minds were full of pictures of boundless wealth to be obtained, if only a highway to India could be opened through the northern seas. Jealousy of Spain, at that time the Mistress of the Seas, incited men to daring deeds which should make them get the better of their hated rival. And so the way was prepared for the beginnings of colonization in the seventeenth century. Britain was by no means the first in the field. Spain and Portugal not only led the way, but also secured by far the greater share of the prizes, and other nations were not far behind in the race for Empire.

1923.

26. *Write briefly in your own words the substance of the following passage* :—

Next day we reached the Kukawa, the goal of our wanderings. The market was in full swing when we arrived, and our coming caused no small stir among the large crowd that were gathered round the stalls. Meanwhile our coolies, who had now been eight months engaged on work of which they were not too fond, here finally laid down their burdens. Consequently their enthusiasm knew no bounds, and it was quickly communicated to the people in the market, who, no doubt, instinctively realised that trade would become more brisk with the arrival of the visitors. And they were right; for no sooner had our coolies been paid than they everran the market and proceeded to part with their hard-earned money.

.1921.

27. Two wrestlers enter the ring from opposite directions. Tall stalwart men with sinews and bones of iron iron, they couch facing each other until the umpire gives the signal, when they jump up and close with one another. Each is bent on throwing the other by twisting or lifting him. It is no mere trial of brute strength, but a contest of skill against skill. From left to right, and from right to left the umpire hovers about waiting for the victory to declare itself. Some of the spectators favour one of the wrestlers, others support the other; and so excited do they become that they clench their fists and watch the men without so much as blinking their eyes. At last one man gains the advantage. Then the applause of the bystanders shakes the neighbourhood.

(First try to understand clearly this description of a wrestling match; and then write a brief account of it *in your own words*. Your account should not exceed *ten* lines of your answer-book.)

28. Before railways were made, the cultivator derived little benefit from an abundant harvest. He could not send his produce to distant places to be sold ; and if the land produced more than was required in any particular district, as would happen in good seasons, *prices fell* and the cultivator was *deprived of the profit which he might have expected*; indeed he *often found it more economical to leave part of his crop uncut*. Railways have altered these conditions. The improvement in communications has enabled agricultural produce to be sent to any distance, with the result that *prices have been equalised in all places within reasonable distance of a railway*. When harvests are abundant, *foodstuffs no longer rot for want of buyers* since the farmer now *have access to al the markets* of the world.

(*a*) State *briefly* the effect of the introduction of wailways upon agriculture *in your own words*.

(*b*) Give the meaning of the italicised portions of the above passage in your own words.

29. There are two great natural sources of power— wind and water; but *wind cannot be commanded at will*, and therefore spinning and weaving machines were at first driven

by water. Consequently the mills which were being at that time erected in great numbers in England, were placed by streams which had a good supply of water and *a sufficient fall to render the current powerful.* Many a lonely northern valley, where for centuries only the murmur of the stream had broken the silence, now hummed with the noise of machinery in mills. In some respects however, water power is unsatisfactory, for *the flow of water needs to be carefully regulated,* which is not always possible, and it was soon found that a greater power existed and could be utilised. In factories after steam-engines began to be introduced, water power was no longer used, and many a deserted mill on the banks of a stream *bore witness, as it fell into ruins,* to the superior power of steam.

(*a*) Summarise the substance of the passage as briefly as you can.

(*b*) Explain in your own words the meaning of the italicized portions.

(1923).

Punjab Matriculation Examination.

30. *Relate the following story as briefly as you can in your own words :—*

Home they brought her warrior dead :
  She nor swooned nor uttered a cry :
All her maidens, watching, said,
  "She must weep or she will die".

Then they praised him, soft and low,
  Called him worthy to be loved,
Truest friend and noblest foe ;
  Yet she neither spoke nor moved.

Stole a maiden from her place,
  Lightly to the warrior stept,
Took the face-cloth from the face;
Yet she neither moved nor wept.

Rose a nurse of ninety years,
Set his child upon her knee—

Like summer tempest came her tears
"Sweet my child I live for thee".

1919.

31. *Tell in your own words, as simply as you can, the story of the following stanzas:—*

(The bride's father speaks:)

"O come ye in peace here, or come ye in war,
Or to dance at our bridal, young Lord Lochinvar?"
"I long woo'd your daughter, my suit you denied;
Love swells like the Solway, but ebbs like the tide,
And now I am come, with this lost love of mine,
To lead but one measure, drink one cup of wine."
There are maidens in Scotland more lovely by far,
That would gladly be bride to the young Lochinvar
The bride kiss'd of the goblet: the Knight took it up,
He quaffed off the wine, and he threw down the cup,
She looked down to blush, and she looked up to sigh,
With a smile on her lips, and a tear in her eye.
He took her soft hand ere her mother could bar.–
"Now tread we a measure!" said young Lochinvar,
One touch to her hand, and one word in her ear,
When they reached the hall-door and the charger stood near;
So light to the croupe the fair lady he swung,
So light to the saddle before her he sprung!
"They'll have fleet steeds that follow," quoth young Lochinvar.

1921.

32. *Re-write in simple prose and in your own words the story of the following poem. Do not attempt to paraphrase.*

"Three fishers went sailing away to the west,
Away to the west as the sun went down,
Each thought of the woman who loved him the best
And the children stood watching them out of the town.

For men must work, and women must weep,
And there is little to earn and many to keep,
Though the harbour bar be moaning.
"Three wives sat up in the light house tower,
And trimmed the lamps as the sun went down;
They looked at the squall, and they looked at the shower
And the night-rack came rolling up ragged and brown.
But men must work and women must weep,
Though storms be sudden and waters deep,
And the harbour bar be moaning.
"Three corpses lie out on the shining sands,
In the morning gleam as the tide went down;
And the women are weeping and wringing their hands
For those who will never come home to the town.
For men must work and women must weep,
And sooner it's over, the sooner to sleep,
And good bye to the bar and its moaning."

1922.

VII

Advertisements

Another type of exercise which requires an understanding of the essentials and a careful curtailment of what is unessential is the framing of advertisements for a newspaper. Newspapers charge for advertisements, an anna or more for each word or so much per inch of space in a column. Every advertisement has, therefore, to be composed in such a manner as to occupy as little space as possible and yet to be intelligible. This, then, is essentially an exercise in summarising.

Example No. 1

Suppose you want a teacher to coach you for the Examition which is to be held after a few months. You want the teacher to coach you particularly in English and Science in which subjects you are weak. You want him only for three months and he is to work daily for one hour, excluding Sundays and holidays. You can afford to pay him Rs. 25 per mensem, and you want him immediately.

These are all the things you have in your mind when you sit down to frame an advertisement. But if you write every thing as it has been put down above, it will cost a good deal. Hou would you curtail the matter or make it short? The mention of "a few months" or "three months" may be omitted, for if you are mentioning the Examination, the applicant is likely to know for how many months he is to be engaged. Moreover, these matters are settled by correspondence which follows. The words "excluding Sundays and holidays" also could be omitted, for it is usual in all service to exempt people from work on these days. What is essential in this case is that you want a teacher immediately to coach you in English and Science for the Examination, and the pay you are going to offer. None of these items can be omitted. If you don't mention English and Science, perhaps you will get

applications from even those teachers who are not good at these subjects. The reading of their appplications would mean waste of time. That you want the teacher immediately should also be mentioned. For, then, you will get applications only from those who are really free and can take up the work immediately. The mention of pay is equally essential. If the pay is handsome, really competent and experienced teachers also may apply and you will be successful in getting one who will help you. The advertisement would, therefore, be composed as under:—

Wanted *immediately a teacher to coach a Matriculation Candidate one hour daily in English and Science for the forthcoming Examination. Pay Rs. 25 per mensem. Apply to Sirdar Gulab Singh, Anarkali, Lahore.*

In all advertisements, it is essential to give the address in full. Sometimes, when we don't like to be bothered with visits, and we don't like to let people know that it is we who are advertising, the newspapers allow the advertiser to give his address as c/o *The Times of India*, c/o *The Tribune*, or we may say in this case, Apply to *Box No......* c/o The Times &c. The newspapers often assign separate numbers to the advertisers and when the replies come, they are collected and sent to the advertiser to the address given to the newspaper officet

If you require something, the advertisement opens with the word **Wanted**, and this should be in bold letters. If you wish to sell a thing, it should begin with the words **For Sale** *e. g.*—

For Sale—A shop in Anarkali with entire stock and good will. Profit about Rs. 5,000 annually. Apply to Box No. 33 c/o The Tribune.

Advertisements are of many different kinds. Short advertisements are usually of the type given above. But in all papers, one comes across very big advertisements covering full pages or half pages. These are generally advertisements of goods in which some shops or trading companies are deal, ing. In these advertisements, one has to select a few ideas- and the most effective words to create a good effect and an immediate impression. All unnecessary details have to be omitted.

Example No. 2

Suppose you are a publisher of books, and wish to attract Matric boys. If you are advertising in a newspaper or distributing handbills for the purpose, the advertisement may appear in some such form as under:—

Exercises

1. *Write out matter for a handbill* to advertise a new tailoring shop—making a selection of ideas and hints from the following material:—

A new shop, in a fashionable quarter, expert tailors' also supplying cloth, charges moderate, satisfaction given, latest fashions, specially intended for college students, complete serge suits for Rs. 30, tailor makes the man, smart appearance, all kind of work done, address, recommendations.

2. *Frame an attractive advertisement for a new school, making a selection from the following ideas and hints:—*

Name of the school, quarter, town, big school with large rooms, healthy surroundings, open spaces, large play-grounds, expert teachers, a highly qualified Head-master, special attention to games and sports, special tuitions, hostel arrangements excellent, all classes.

3. You want a second-hand cycle for about 50 Rupees, you want a good Raleigh in working order. It should be fitted with lamp, brake and other arrangements. Write an advertisement on the subject.

4. *Write out brief advertisements on the following:—*

a. A teacher wanted for a school to train a cricket eleven for a coming match. Must be a good cricketeer, experienced, tactful, healthy and enthusiastic. Pay according to qualifications, a bonus in case of good results in the match Application should state age, qualifications, and other particulars. Application to be addressed to the Headmaster-

b. A big bungalow is to be given on rent. It has several rooms, dining rooms, drawing rooms, sleeping rooms It has outhouses, a big compound. It is furnished in an up-to-date manner, and equipped with electric lights, fans and other arrangement. The rent is Rs. 250 p. m., but less for those who enter into a long lease. Application to be addressed to the owner.

c. You want some post in a trading company. You are a Matriculate with a desire for a business career. You have a good hand-writing, know, typing, and can write correct English. You want Rs. 30 at least as pay, and are prepared to travel to any place.

d. You are starting a boarding house for Matriculation students who would come up for the examination. You will give them lodgings, cots and necessary furniture. You will provide food for them, lamp for them and necessary medical care. You will charge them Re. 1–8 per day, the charges to be taken in advance. Boarding house is to be started only if at least 50 boys apply sending Rs. 5 each with application.

It will be an interesting exercise in letter-writing if students write out *replies* to the above advertisements.

The Punjab M. S. L. C.

Answer the following advertisement:—

"Wanted a young man with knowledge of English and Urdu for an office. State qualifications, age, experience and pay required. Apply to Box No. 273, Care of the *Guardian*"

1923.

VIII

Telegrams

The writing of telegrams is another good exercise in expressing the substance of certain ideas or information in a very brief form. In this exercise, there are no grammatical rules to observe. Sentences need not be complete. But still the sense is to be clear. A telegram, though ungrammatical, should convey clear ideas. And this has to be done in the fewest words possible. Even the name and address of the person to whom the telegram is addressed should be cleared of unnecessary words and shortened.

One way of shortening is to remove conjunctions, prepositions and such other words, *e. g.* instead of "I am leaving Bombay to-morrow and shall arrive at Lahore on Friday," it is sufficient to write, "Leaving Bombay tomorrow, arriving Lahore Friday." This makes the matter half in quantity. Instead of complete sentences like "I am leaving" we only say "leaving" and so on. When the addressee knows the general subject matter of the telegram, several things could be omitted. For instance, if he knows that you are wiring to him about your examination, you may say "passed" instead of " I have passed the examination. "

There are other ways also of shortening the matter. One word should be used for several, *e. g*, "immediately" for " at once, " "Congratulations" for "I congratulate you," and so on. Every word is charged for, and this makes it necessary to use as few words as possible. Some companies register "abbreviated" or short addresses with the telegraph office for the convenience of their customers. For instance, if you wish to wire to the Modern Publishing Co., Dhobi Talao, Bombay, it is enough if you wire "Modpubco, Bombay." But whenever you use a *telegraphic* address, be sure of the word or words which the company has really registered for the purpose.

Specimens

Matter—

To,

Messrs. Macmillan & Co.,

Hornby Road, Bombay.

Dear Sirs,

Please send by return of post, one dozen copies of Gokhale's Arithmetic for High Schools.

Yours truly,

M. Bhagwan & Co.,

Karachi.

Wire—

Books,

Bombay.

Send twelve Gokhale Arithmetic immediately.

M. Bhagwan, Karachi.

Matter—

To,

Messrs. M. Bhagwan & Co.,

Karachi.

Dear Sirs,

With reference to your order as per wire, we regret to inform you that we have no stock of Gokhale's Arithmetic at present. We shall execute your order after a month when the new stock is expected.

Yonrs truly,

Macmillan & Co.

Wire—

M. Bhagwan,

Karachi.

Sorry no stock fresh stock expected after one month.

Books.

Matter—

You have missed a train, and wish to wire to your friend at Lahore about this and to inform him that you would arrive there next morning. His address is Mr. Shoukat Rai, House No. 345, Kashmir Gate, Lahore.

Wire—

Shoukat Rai,
345, Kashmir Gate,
Lahore.

Missed train arriving tomorrow morning.

Labhuram.

Matter—

Your mother is ill. Doctors say that she is weak and requires careful treatment, but there is no cause for anxiety. You have to wire about this to your brother.

Wire—

Khudabux,
Teacher,
Khairpur Mirs.

Mother weak but doctors hopeful no anxiety.

Khairoo.

EXERCISES

1. *Compose a telegram to express tho matter in the following letter*:—

To,

The Station Master,
Lahore City.

Dear Sir,

While changing trains at Lahore this evening, I forgot to remove a leather bag from the Karachi Passenger Train, Compartment No. 325. Kindly make a search at once.

Yours truly,
Santdas.

2. *Compose a telegram to express the matter in the following letter:—*

To

The Principal,
D. A. V. High School,
Lahore.

Dear Sir,

I have received your order of appointment as Sanskrit teacher in your school and thank you for your selecting me. I accept the terms offered, and shall join the school on the 1st of April.

Yours &c.

3. You wish to write to your friend that the arrangements for a proposed walking tour are ready, and wish to ask him to come and join the party at Hyderabad Sind within two days. Compose a telegram.

4. Wire to your friend informing him of your success in the B. A. Examination.

5. You have been called for an interview with the Commissioner of Police for an appointment. You are at a distant place and cannot reach the Headquarters in time and wish to request the Commissioner to allow you to meet him one day late. Compose a telegram.

6. You have received no letter from your home for a long time and are anxious about the health of your father. Wire to your brother about it.

7. A meeting which was to take place on the 5th inst. is postponed to 8th. You wish to inform a friend about it. Write out a telegram.

8. You are at Bombay. You have been robbed and have no money. You wish to inform your father about it and request him to send you money at once. Compose a telegram.

IX

Certificates

Another exercise still, which requires brief expression of many ideas and facts. As heads of institutions, as masters of servants, as teachers of students, we may in life be called upon to give testimonials and certificates to other people. But of each person who seeks to secure a certificate we usually know a good deal. He may be a servant who has been with us for several years, a student who has been our pupil and so on. When he comes for a certificate, we are not going to give his whole history. We have to say, in a few words, what we think of him. In expressing our idea about him, we must concentrate on his essential qualities and leave little incidents severely alone Among the essential qualities mention should be made of character, general appearance and manners, intelligence, health, educational qualifications, and other special qualities.

Examples

1. *Certificate to peon leaving you to join another service—*

Tanaji was a peon in my office for two years and is leaving us to take up a similar work nearer home. He has been regular in his work, and is generally trustworthy. He rarely falls ill and works very hard in times of stress. He keeps himself and the office clean.

2. *From a teacher to his pupil—*

Nabibux was my student last year in the Matriculation class. He was among the top boys of the class, and I liked his respectful ways and cheerful manners. He is attentive, can concentrate his mind on a problem, and takes much interest in helping other boys. His rank in the class was always high, and he showed proficiency all round.

He is a good cricketeer.

EXERCISES

Write out certificates on the following subiects:—

1. Master to a cook.
2. Collector to a clerk, recommending him for promotion.
3. Drill teacher to a pupil.
4. Electrician to an apprentice.
5. Head of a bank to an accountant.
6. Head of a firm to a typist.
7. Headmaster to a teacher.
8. A parent to the private teacher of his sons.
9. An owner of a motor car to his driver.
10. A customer to a chemist.
11. A customer to a tailor.
12. A customer to a hotel manager.

X

Expanding of Ideas

The last five chapters have dealt with exercises in summary writing. This chapter and the six subsequent ones offer guidance and training in an exercise of the opposite sort. Here we begin with the expansion of the ideas contained in single sentences and brief passages, then go up in a graded order to the construction of paragraphs on given topics, to the framing of stories and dialogues to illustrate certain ideas, and last of all to the most advanced type of such work—the Essay-writing. In this chapter we deal with the first stage of this type of work.

When a student is asked to expand the idea in a given passage, or to *amplify* it, he has first to understand the idea correctly and then expand the idea, not the language. Expansion of an idea does not mean mere explanation. It does not mean changing words into phrases and phrases into clauses in order to increase the number of words and the length of the passage. The essential thing is the *idea*, not the words. An idea can be expanded generally by giving illustrations, comparisons, contrasts, the causes, the results, and by such other devices.

Examples.

1. *A Favourite Has No Friend.*

The idea here could be amplified by giving the cause why a favourite has no friend, also by giving a concrete example. It may be amplified as under:—

One who is favoured by a great man or by the government wields great influence. He can mar or make other men's fortunes. But people never like to see an equal of theirs placed in such power over them. This undue power prevents them from rising high, and they come to look upon him as an obstacle in their path. A notable example is that of Joseph, the

son of Jacob. He was the favourite of his father, and on this account all the ten brothers of his were hostile towards him.

2. *The Divine Right of Kings.*

This doctrine regards the King as the deputy of God on earth, and as such he is considered to be a perfect being who can commit no mistake and whose actions must never be disputed, and whose orders never disobeyed. This idea in differerent forms has existed in the early history of all countries. But as soon as a bad man ascends the throne, people lose all faith in the doctrine, and the reaction has in several instances led to bloody revolutions.

In this case the idea is explained, then its historical character is described, and then its result in some cases. Expansion of ideas is in reality, the preliminary step to the writing of essays. But essay is a long and much developed composition. This may be said to be the writing of miniature essays.

EXERCISES

Expand the ideas contained in the following:—

1. Out of sight, out of mind.
2. All is not gold that glitters.
3. Don't halloo till you are out of the wood.
4. Look before you leap.
5. A burnt child shuns the fire.
6. A friend in need is a friend indeed.
7. A merry heart doeth good like a medicine.
8. Half a loaf is better than no bread.
9. Birds of a feather flock together.
10. A man is known by the company he keeps.
11. A soft answer turneth away wrath; but grievous words stir up anger.
12. Early to bed, early to rise, makes a man healthy, wealthy and wise,
13. Health is wealth.
14. Rome was not built in a day.
15. No pains, no gains.

16. Necessity is the mother of invention.
17. Never put off till to-morrow, what you can do to-day.
18. Strike the iron while it is hot.
19. Penny wise, pound foolish.
20. A rolling stone gathers no moss.
21. Pride goeth before a fall.
22. There is no rose without a thorn.
23. Hunger is the best sauce.
24. Murder will out.
25. One man's meat is another man's poison.
26. Unity is strength.
27. A glorious death is his
 Who for his country falls.
28. Two of a trade can never agree.
29. For Freedom's battle once begun,
 Bequeathed from bleeding sire to son,
 Though baffled oft, is ever won.

UNIVERSITY QUESTIONS

1. *Choose any two from the following and expand the idea contained in each into a paragraph of not more than ten lines:—*

(*a*) In the multitude of councellors there is safety.
(*b*) Cowards die many times before their death.
(*c*) He who goes a-borrowing goes a-sorrowing.
(*d*) Kind hearts are more than coronets.

(*Bombay*. 1926.)

2. *Write down in about 150 words (20 lines) the thoughts suggested to you by the reading of the following poem:—*

Here's an example from
A Butterfly;
That on a rough hard rock
Happy can lie;
Friendless and all alone
On this unsweetened stone.

Now let my bed be hard,
No care take I;
I'll make my joy like this
Small Butterfly,
Whose happy heart has power
To make a stone a flower.

(*Punjab*, *1926*.)

3. *Choose any two from the following and expand the idea contained in each into a short paragraph of not more than ten lines* :—

(*a*) Calamity is a man's true touchstone.
(*b*) Discretion is the better part of valour.
(*c*) True glory lies in the silent conquest of ourselves.
(*d*) He prayeth best, who loveth best
All things both great and small.

Punjab, 1925.

4. *Expand into a short paragraph of not more than fifteen lines the idea contained in any one of the following* :—

(*a*) Manners maketh man.
(*b*) Time is money.
(*c*) They never fail who die in a great cause.

Bombay, 1924.

XI
The Paragraph

The first essential for effective speaking and writing is clearness. For this purpose we have always to be particular about how we arrange the various parts of the subject of our conversation or writing—what idea or incident should come first, what should come next and so on, and how all the parts should be so related as to form one whole connected piece. We may be in possession of a large fund of words, we may have learnt to construct faultless sentences, but if we are unable to arrange the various parts of our speech or writing in a clear order, we can at best be but poor speakers or writers.

The first essential then for effectiveness in writing as well as in speaking is *clearness*. This is best attained in writing by the use of paragraphs. A paragraph is a combination of sentences dealing with one main idea. Whenever the subject on which students are asked to write is a wide one capable of division into various parts, each part should deal with one main idea or incident. Two or more ideas or incidents should not be mixed up in one paragraph.

Exercises *(First Stage.)*

In the following passages, two or three ideas have been mixed up in one paragraph. Students should endeavour to break up these passages into suitable paragraphs each dealing with one main idea :—

(a) It was a spirit-stirring sight, and Abbas Khan, as room was made for him by an old friend, looked around him proudly. I shall have a company to witness my fate, he thought, and be the issue as the Lord wills. The audience hall is still in existence, but only as a noble ruin. It is plain in character but the groined shafts spring up to support the roof in graceful contour, like those of a Gothic Church, and were once covered with a profusion of gilding which has been

scraped away. The king's throne on the upper dais was empty, but a small balcony which projected from the main wall of the edifice was usually the seat of the Queen. As Abbas Khan advanced and passed close to the ranks of the Abyssinians, he was greeted by a scowl of fierce eyes and murmurs which could hardly be repressed. But he took no notice, and resumed his seat without interruption.

(*b*) At twenty minutes past two, the head of the royal procession arrived, in the persons of the four gorgeously clad heralds, who, bowing low as they passed before the royal ladies seated on the woolsack, crossed and took up a position next to the throne. Then followed Norroy, King of Arms, who crossed over and stood in a dazzling group to the left of the throne. Then the queen entered, the Marquis of Winchester preceding her, and the company rose. The perfect silence which reigned through the chamber after the queen was seated was broken by the rush of many feet, and from behind the bar was seen advancing the Speaker of the House of Commons, with the Sergeant-at-arms carrying the mace, and close at their heels a turbulent throng. These were the "Gentlemen of the House of Commons." When they had arranged themselves, the Lord Chancellor advanced to the foot of the throne and offered Her Majesty the document containing the speech. The queen mutely signed to the Lord Chancellor to keep it, and rising, his lordship returned to his old position by the empty chair and there read the speech in a resonant voice. When the end was reached the Queen rose, and bowing first to the left and then to the right, walked out, followed by the princes and the procession. As she departed the company melted rapidly away, and the session of 1876 had commenced.

(*c*) By his will Henry had left the Crown to Edward, his son by Jane Seymour, and in the event of Edward's death without children, to Mary and Elizabeth, the young King's half-sisters. As Edward was only nine years old, a Council of Regency was to govern till he had attained the age of sixteen. The members of this couucil were men of all shades of religious opinion, Henry hoping that his moderate policy would be continued. The young King's uncle, the Earl of Hertford, at once upset this arrangement, and got himself chosen as

Protector of the realm. He was then created Duke of Somerset. His brother Thomas was made Lord Seymour of Sudeley and High Admiral. Somerset's character was a mixture of strength and weakness. With some military ability, he was courageous and generous, always ready to sympathise with the oppressed. But he lacked caution, he never understood the temper of the country, and his rashness brought about his fall. He was not a statesman.

(*d*) In September 1714 George, Elector of Hanover, arrived in England. His accession was in accordance with the Act of Settlement and completed the work of the Revolution of 1688. It also marks a step towards the establishment of the party system of Government; for George, unlike William III and Anne, made no attempt to form a mixed ministry but gave all his confidence to the Whigs. The accession of the Hanoverian dynasty and the triumph of the Whigs coincides with a great development of trade and colonisation. George I was admirably adapted to rule over a nation weary of political and religious conflicts and anxious to extend its commerce and acquire wealth.

Answers to the above Exercises.

(*a*) The first paragraph should end with the words "Lord wills." The second should be from the words "The audinence hall" to the words "the seat of the queen." The third from the words "As Abbas Khan" to the end. (The whole piece has three main ideas—the first describing the thoughts of Abbas Khan; the second giving a description of the hall and its arrangements for the occasion; the third dealing with how the enemies of Abbas treated him, etc.)

(*b*) In this piece, the main ideas are two—first describing how different sections of the audience came and took their appointed seats in the hall; the second dealing with the reading of the speech and the conclusion. So the whole piece will consist of two paragraphs—the first ending with the words "Gentlemen of the House of Commons;" the second forming the remaining portion of the piece.

(*c*) This piece should consist of two paragraphs—the first describing how Somerset got the upper hand; this should end with the words "High Admiral." The second, which describes the character of Somerset, should form the remaining portion of the piece.

(*d*) The first paragraph here should end with the words "Confidence to the Whigs" giving the significance of the Hanoverian succession. The second, consisting of the remaining portion, gives an additional feature of the Honoverian times-

Exercises (*Second Stage*).

It will help students a great deal in the study and construction of paragraphs if they take up any good author like Macaulay or any good journal like the "*Times of India*" and observe the arrangement of paragraphs in these. They will find that each paragraph is devoted to one incident or idea, Two or more ideas or incidents are not mixed up in a paragraph. A good prose text that the students are using in the class may be found equally good for exercises of this kind. Let the student take up any chapter and note down in a sentence the main idea of each paragraph. Then let him lay his book aside and write a paragraph on each main idea in his own words. This will fix the idea of paragraphs in his mind as no other exercise can.

We have said that a paragraph is a combination of sentences all dealing with the same one idea or incident. Now we shall deal with the general structure of a paragraph The first sentence of a paragraph generally indicates the main idea with which it is concerned. The sentences that follow either expand, illustrate or modify that idea. But all sentences must run in regular order so as to form one connected whole. The following passage will serve as a good model of what a paragraph ought to be :—

A man of imagination is capable of enjoying a great many pleasures that the common people are not capable of receiving (*Main thought of the paragraph*) He can converse with a picture and find an agreeable companion in a statue. (*First*

Example). He finds secret pleasure in a description, and often feels a greater satisfaction in the prospects of fields and meadows than the man who possesses them. (*Second Example*). So that he looks on the world in another light, and discovers in it a multitude of charms that are concealed from the generality of mankind (*Conclusion*).

In this paragraph the author first gives the statement of a general fact. He then proceeds to explain the fact by illustrations until in the last sentence he brings his paragraph to a close with a general conclusion.

The sentences in a paragraph should differ in length. The opening sentence should not be long. A short sentence arouses the attention and is easy to follow, and as the first sentence in a paragraph contains the main idea, a short sentence is more likely to fix it in the mind. A long sentence is allowable at the end, for in the last sentence all the thoughts of the preceding sentences are gathered up. For a beginner it is good to use short paragraphs. But the paragraphs should not consist only of two or three short sentences. The following is an example of a good short paragraph :—

The great object of the King of Spain and of all his Councillors was to avert the dismemberment ot the monarchy. Iu the hope of attaining this aim, Charles determined to name a successor. A will was accordingly framed by which the Crown was bequeathed to the Bavarian prince. Unhappily this will had scarcely been signed when the prince died. The question was again unsettled, and presented greater difficulties than before.

Further Exercises.

1. Once upon a time there was a little chimney sweep, and his name was Tom.

(*Make a paragraph out of this by giving a description of Tom and his work as a chimney sweep.*)

2. There sat by the fire-place a nice old woman.

(*Make a paragraph from this by descriting the fire-place, the woman, her appearance, dress and occupation.*)

3. *Expand the ideas contained in th following and make each into a paragraph (of not more than seven lines each):—*

(*a*) More things are wrought by prayer
Than this world dreams of.

(*b*) Sloth makes all things difficult but industry all easy.

(*c*) He that is thy friend indeed.
He will help thee in thy need.

Bombay Matric Exam. 1910.

4. *Write a paragraph on each of the following:—*

1. Union is strength,
2. Look before you leap.
3. The value of a good memory.
4. The causes of famine.
5. The ship of the desert.
6. The uses of railways.

5. *Expand each of the following into one paragraph:—*

1. Too many cooks spoil the broth.
2. A bird in the hand is worth two in the bush.
3. Hope deferred maketh the heart sick.
4. Cowards die many times before their deaths;
The valiant never taste of death but once.
5. Every man is the architect of his own fortune.
6. Who steals my purse steals trash;
But he that filches from me my good name
Robs me of that which not enriches him,
And makes me poor indeed.
7. Distance lends enchantment to the view.
8. Knowledge is proud that she hath learned so much,
Wisdom is humble that she knows no more.
9. Habits bind us with a chain of iron.

10. The boast of heraldry, the pomp of power,
And all that beauty, all that wealth ever gave,
Await alike the inevitable hour:
The paths of glory lead but to the grave.

6. Write in a paragraph of not more than twelve lines a description of the room in which you are sitting.

7. Write a paragraph of about ten or twelve lines on "My Favourite Book."

8. Write a paragraph on "Why I like my school."

9. Write a paragraph on each of the following:—

1. Death of Charles I.
2. The personal appearance of Akbar.
3. Shivaji as a warrior.
4. Shivaji as a statesman.
5. Rajput bravery.
6. Why I should like a bicycle.
7. My favourite school subject.
8. Why I like Divali.
9. As the twig is bent, the tree's inclined.
10. A favourite has no friend.
11. Who must be free, themselves must strike the blow.
12. To err is human, to forgive divine-

N.B.—The first sentence of a paragraph must always begin a little more away from the margin than the sentences following.

11. *Re-write the following passages into paragraphs*:—

a. Now it came to pass that in time Danae bore a son; so beautiful a babe it was that any but King Acrisius would have had pity on it. But he had no pity; for he took Danae and her babe down to the seashore, and put them into a great chest and thrust them out to sea, for the winds and waves to carry them whithersoever they would. The north-west wind blew freshly out of the blue mountains, and down the pleasant vale of A[illegible] and away and out to sea. And away and

out to sea before it, floated the mother and her babe, while all who watched them wept, save that cruel father, King Acrisius. So they floated on and on, and the chest danced up and down upon the billows, and the baby slept upon its mother's breast; yet the poor mother could not sleep, but watched and wept. And she sang to her baby as she floated; and the song which she sang you shall learn yourselves some day. And now they are past the last blue headland, and on the open sea; and there is nothing round them but the waves, and the sky, and the wind.

Charles Kingsley.

XII

Story-Writing

The writing of stories to illustrate given ideas or incidents is a further stage in amplification.

The art of story-telling is very useful in life. At social gatherings, at private parties, in the circle of one's home, it furnishes amusement and removes tedium. It is a very good exercise in the use of language, and in the development of imagination and thought.

When a student is asked to frame a story about an incident or to illustrate an idea, his first care should be to understand the idea correctly or to understand the exact significance of the incident. That will furnish the key to the framework of the story. For when the story is ultimately written, it should still convey that same exact idea or significance. After the idea of a passage or the significance of an incident is properly grasped, the student should rouse his imagination, try to create imaginary situations, all exactly suiting the idea. The story should not contain any weak parts, *i.e.*, any incidents which give a different idea or lessen its full significance.

Examples

1. *Write a story to illustrate the saying* :—
 A stitch in time saves nine.

Answer.

A Dutch boy, wandering late in the evening, along the dykes which keep the sea from the lowlands, chanced to see a slight moisture in one spot of the sea-wall. It created some curiosity in his mind and he approached it to find the cause. As soon as he laid his finger on it, it became clear that a tiny hole had been made through the wall and small drops of water were coming out of it. The boy understood that the action of the waves would soon widen the hole, the hole

would soon become large enough to admit huge volumes of water and then the whole sea wall would tumble down and hundreds of villages and towns would be submerged in water. He resolved to prevent such a catastrophe, and put his hand to the hole. He stood thus the whole night, neither caring for food nor sleep nor loneliness. And when the morning dawned some early risers found him still at his post of duty, but almost fainting. Timely precautiou had saved the country from a great disaster.

2. *Complete the story founded on the following details:—*
Mabel went down to the sea to bathe, taking the big Newfoundland dog with her. She had always been kind to the dog and it loved her very much.

Answer.

Mabel one day wanted to enjoy the sea bath. She took her favourite Newfoundland dog with her. She never stirred out anywhere without the dog, so fond was she of it. The dog too loved her on this account and felt unhappy without her.

While Mabel and the dog bathed in the sea, Mabel all of a sudden disappeared in the waves. She had evidently lost her footing and sank into some pitfall. The dog moaned but soon found the head of Mabel emerging out of water at a little distance. He made a rush in that direction, and with an unerring instinct, guided the struggling form of Mabel to dry land.

Exercises (*First Stage.*)

1. *Write regular stories from the following outlines:—*

(*a*) A boy promises to play in a football match. The day is rainy. But the boy goes to the ground. He finds no one save an old gentleman who is a rich man. He is a former football captain. The gentle man offers a good post to the boy.

(*b*) A boy is small and weak, poor at games, persecuted by companions. He resolves to be in the first eleven, practises in secret. He gets a chance to

play in a match. Everybody laughs. But he wins the match for the school.

(c) Hare mocks tortoise for slowness. Latter challenges to race. Start made. Hare very far ahead. Takes nap. Sleeps too long. Awakes, calls for tortoise. Tortoise beyond the winning post.

(d) Hot summer day. Fox on road very thirsty. Sees grapes hanging over garden wall. Jumps but falls short. Jumps again and again. Still too short Grapes sour.

(e) Crow sees eagle carry away sheep. It flies round and picks the fattest. Tries to carry it off. Load is heavy and fleece thickly matted. The crow is caught in the fleece. Shepherd arrives.

(f) The tailor used to give elephant a bun. It passed his shop every morning on its way to the river. Instead of a bun, tailor pricked its trunk with needle. The elephant filled its trunk with dirty water from a wayside pool. It went back to the tailor's shop. The tailor was drenched from head to foot.

2. *Try to complete the stories suggested by the following details:—*

(a) Jim and Tim went to see the monkeys at the zoo. They stood quite near to the cage, and began to tease the animals—

(b) Jack and Rob caught two young hawks in a wood. They were greatly delighted, and took the birds home, where they shut them up in a cage—

(c) Two boys went out on the sea in a small boat. Neither of them could swim, nor were they very clever with the oars—

(d) A teacher noticed that a certain pupil was in the habit of teasing a chained dog on his way home each day. He made up his mind to teach the boy a lesson—

(*e*) A business man advertises for an office boy. He wants one who can mind his own business. Many boys apply. One by one by they are taken into a room. On the table is a queer little box. The box contains a live fly.

(*f*) A boy goes to sea. His father hears nothing of him. Years pass. One night there is a terrible storm. The father who is in charge of a life-boat urges the crew to go out for help. He steers the boat himself—

(*g*) The new boy at school is shy and timid. He is persecuted by the school bully. At last he is forced to fight—

(*h*) A man who is a bad shot finds a dead lion. He boasts to his friends that he has slain it, and becomes a hero. One day he is out hunting with a party of his friends, and a great lion stalks out of the bush—

Second Stage.

1. *Write stories suggested by the following subjects:—*

(*a*) My first holiday.
(*b*) Finding the bird's nest.
(*c*) A narrow escape.
(*d*) A perilous climb.
(*e*) The first day at a new school.
(*f*) An adventure at the seaside.
(*g*) A rescue at sea.

2. *Write stories to illustrate each of the following :—*

(*a*) Honesty is the best policy.
(*b*) Necessity is the mother of invention.
(*c*) A rolling stone gathers no moss.
(*d*) There's many a slip between the cup and the lip.
(*e*) More haste, less speed.
(*f*) Birds of a feather flock together.

(*g*) Talk will never cook rice.

(*h*) He who hunts two hares leaves one and loses the other.

Bombay University.

3. *Write a short story to illustrate one of the following maxims* :—

(*a*) No pains, no gains. 1920.
(*b*) A stitch in time saves nine.

1923.

4. *Compose a short story to illustrate* :—

(*a*) The evils of ignorance.
(*b*) The advantages of good company.

5. *Write a short story (original or otherwise), illustrating any one of the following maxims* :—

(*a*) A burnt child dreads the fire.
(*b*) Better late than never.
(*c*) Wilful waste makes woeful want.

1926.

Punjab M. S. L. C. Examination.

1. Three young men, hearing that Death is the foe of Youth, set forth to seek him out and slay him. By the way they meet an old man who is Death himself in disguise. He directs them to a forest where they may find their enemy. There they find a great treasure...........In the end they die by each other's hands.

Tell this story more fully, working out the conclusion in whatever way seems to you most probable and striking.

1919.

2. Write out the story of any book, which you have read that is not a text-book for this examination.

1920.

3. *Write a short story illustrating the meaning of either* (*a*) *or* (*b*) :—

(*a*) Where there is a will, there is a way.

(*b*) Virtue is its own reward.

4. *Relate the most interesting story you have heard or read.* 1925.

5. *From the outline given below, write a story (about 150 words) filling out the details as you like* :—

(*i*) A cunning jackal and a wise camel are friends. The jackal invites the camel to go across the river to a field of melons ; the jackal riding on the camel's back.

(*ii*) The jackal soon satisfied, wishes to set up a howling. The camel requests him not to do so. "It is my habit," says the jackal.

(*iii*) The farmer and his friends hear the howl......The jackal hides himself. The camel gets a sound beating.

(*iv*) The journey back.........Mid-stream. The camel wishes to roll in the water. The jackal beseeches the camel not to do so. "But it is my nature," says the camel.

1926.

XIII

The Dialogue or Imaginary Conversation

This type of composition exercise is, in some respects, similar to Story-writing. Students are often required to compose a dialogue on a subject which is a story. The only differ ence, in such cases, is that the story is related by means of conversation between the several persons in the story. Dialogue is nothing but conversation between two or more persons. It may be conversation on any topic. When it is on a serious subject, it assumes the form of a discussion of the *pros* and *cons* of it, the persons engaged in it holding different views, each one endeavouring to support his views by facts and reasoning or trying to disprove the reasoning and facts of the others. The dialogue might turn round some historical scene, some scene in a fairy tale or legend, some scene in one's own life. In fact, it could be a medium for the expression of ideas, for the description of scenes, for the narration of stories.

Examples.

(*a*) *Scene from a Story.*

King:—Welcome to our royal feast! Can you tell stories of old times, or have you the power to read men's histories in the stars of heaven?

Stranger:—O King, there are few things which I know for certain, but as I studied the stars I learnt a weighty seçret which concerns yourself.

King:—Speak quickly and tell me your secret.

Stranger—Sire, your ancient royal line will come to an end with you; and he who shall succeed will be as lowly of origin as myself.

(*b*) *Scene from a Fable.*

Epimetheus:—Always talking about this box! I wish, dear Pandora, you would try to talk something else. Come, let us go and gather grapes and figs.

Pandora:—Always talking about grapes and figs !

Epimetheus:—Well, then, let us run out and have a merry time with our playmates.

Pandora:—I am tired of merry times, and besides I never do have any. This ugly box ! I insist upon your telling me what is inside of it.

Epimetheus:—As I have already said, fifty times over, I do not know ! How then can I tell you what is inside ?

Pandora:—You might open it, and then we could see for ourselves.

(*c*) *A Scene from History*.

Old woman:—All travellers are welcome here for the sake of one.

King:—And who is that one, for whose sake you make all travellers welcome ?

Old woman:—It is our rightful king, Robert the Bruce. Although he is now pursued and hunted after with hounds and horns, I hope to live to see him king over all Scotland.

King:—Since you love him so well, dame, know that you see him before you. I am Robert the Bruce.

Old woman:—You! and wherefore are you thus alone?—where are all your men ? But that shall not be, for I have two stout sons, gallant and trusty men who shall be your servants for life and death.

(*d*) *Discussion of a Theme.*

Fonseca:—I am feeling very warm here. I don't know how you feel quite comfortable.

Vishnu:—I am in my simple Indian dress, while you have arrayed yourself in the European fashion.

Fonseca:—What difference does my European fashion make?

Vishnu:—Well, you know that this is the height of summer, and you have put on socks and boots, thick pants, shirt with vest, and over all a thick

coat, a tie, a collar and a hat. How can the body bear all this covering when it really requires no covering at all?

Fonseca :—Do you mean that one should go about naked in summer? I, for instance, cannot do without my hat and boots, though I see that it is more comfortable to use very light clothing in summer.

Vishnu :—It is not merely a matter of light clothing. All clothes should be loose-fitting to give comfort. Your close-fitting collars and vests may be good in Europe, but not in India. As regards the hat, it is a useful article of dress and I have no objection to its use. If society allowed it, I would be willing to go about naked, if any covering meant discomfort.

Fonseca :—Don't you think that it is cleaner to use socks and boots?

Vishnu :—I should think it is dirtier. So much perspiration gathers in the socks that our feet in boots are always dirty though we don't notice it. Moreover, socks and boots mean ill ventilation for the foot which means ill-health.

Fonseca :—The European dress is clean and is not a hindrance to active life.

Vishnu :—I don't think it is clean. While we wash our clothes daily because they are few and simple, your clothes have often to be on your person for many days together, because they are costly and complex and you cannot afford to have them frequently washed. As regards their utility in a life of activity, I admit that in winter and in cold climates, they have their use. But in warm countries like India, whatever use they have in facilitating quick movement and saving time is counterbalanced by their expense, complexity, time wasted in putting them on and off, and discomfort.

Fonseca :—Your argument appears very sound, but I do not know whether I shall be able to act up to my convictions in the matter. I have become such a slave to this fashion.

Exercises (*First Stage*).

1. *Compose dialogues between the following pairs of speakers, imagining that they are talking on something which is of interest to them* :—

(*a*) Nightingale and the glowworm.
(*b*) A mouse and a rat.
(*c*) Two old men in a restaurant.
(*d*) Two ladies in a crowded tramcar.
(*e*) Two boys who have just come out of the Examination Hall.
(*f*) Two girls going to school.
(*g*) The tailor and his customer.
(*h*) The garriwalla and his fare.
(*i*) A teacher and his pupil.
(*j*) Father and son.
(*k*) Mother and daughter.
(*l*) Boss and his clerk.

2. *Compose dialogues on the following subjects* :

✓ *a*. A criket match you have seen.
b. A school prize distribution.
c. Examination which is to take place.
✓ *d*. Teachers of the school.
e. The monitor of the class.
✓ *f*. The school building.
g. Home lessons.
h. Visit of the Inspector to the school.

Exercises (*Second Stage.*)

1. Some children, digging out a hole, find a gold watch. They discuss what they shall do with it. Compose a dialogue to illustrate this discussion.

All. Uni. 1924.

2. Two boys, found wandering late at night, are held up by a policeman. Compose a dialogue to illustrate what passed between them and the policeman.

3. The cleverest boy in a school is introduced by the Headmaster to the Governor who is there on a visit. Compose a conversation between the Governor and the boy.

4. Write an imaginary conversation of about twenty lines.

a. Between yourself and your younger brother or sister on the moon and the stars.

b. Between yourself and your father as to what was done in your school on the Empire Day.

B. U. 1917.

5. Write a dialogue of abut 15 lines between two friends on the subject of the choice of a career.

B. U. 1919.

6. Write an imaginary dialogue of about 20 lines between two classmates on:

a. The relative merits of Indian and European dress

b. Who is more useful to the country, a soldier or a teacher ?

B.. U. 1920.

7. A candidate has applied for the post of a teacher at a school, and in reply he has been invited to interview the Principal. Give in dialogue form the conversation between them.

B. U. 1921.

8. *Compose a dialogue between the Carter and Hercules suggested by the following details:—*

A carter was driving along a muddy road when his cart stuck in the mud. He called on Hercules helplessly. The god rebuked him and told him to put his shoulder to the wheel.

C. U.

9. A grasshopper once took an ant to task for laying up food for the winter instead of making merry. Compose a dialogue between the two.

10. A fox once fell into a deep well, and got out by persuading a foolish goat to come in. Compose a dialogue between the two.

11. *Write dialogues to convey the following ideas:—*

a. Prevention is better than cure.
b. Failure teaches success.

12. *Write dialogues between two classmates on:—*

a. Vegetarianism *vs.* flesh eating.
b. Town life *vs.* village life.
c. Khaddar, whether useful or not.
d. Use of silk—desirable or not.
e. Drugs *vs.* natural methods of curing diseases.
f. Whether the use of text books in English for the S. L. C. Examination is right or wrong.
g. Whether the new regulations regarding the S. L. C. Examination are desirable or not.
h. Pipe water *vs.* well water.
i. Electric light *vs.* oil light.
j. Whether subjects in school should be taught in the vernacular or through English.
k. Football *vs.* Cricket.

The Punjab M. S. L. C.

1. *Describe the following accident in the bazaar:—*

At the end of school hours, boys are rushing out of school—some playing--some shouting—some buying sweetmeats. A two-horse carriage knocks down one of the boys. The coachman is angry. What does he say? The gentleman in the carriage, what does he do or say? What do the school boys do and say? A policeman comes up to the carriage, what does he say? The sweetmeat-seller comes up. The Headmaster comes up, what do they do or say? Is the boy badly hurt? What is done with him? Whose fault was the accident? (Use these or any other details.)

XIV

Essay-Writing

I. **Meaning and Subject-matter**—An essay is a regular and connected writing about any subject. It may be a narration of some event; biography of an individual; description of some substance, some creature, buildings, plant, machinery, or a discussion or series of thoughts on social, political, literary and philosophical subjects or on abstract qualities such as 'Youth', 'Friendship', 'Knowledge' &c.

II. **Types of Essays.**—Essays can be of many different types according to the subject matter, but they can all be roughly brought within the following three types :—

1. *Descriptive*—giving an account of substances in the animal and vegetable world, of natural scenes, of works of art, processes of manufacture, of towns, buildings &c.

Narrative—relating incidents and events—present or past, real or unreal, *e. g.*, Prince of Wales' visit to India, The Indian Mutiny, An imaginary journey to Mars &c.

3. *Reflective*—treating of social, political or literary questions and of abstract qualities.

III. **How to write an essay.**—1. The first step in writing an essay of any kind is to think carefully about the subject-matter. Your essay will be simply a ludicrous piece of composition if you dash at it without having the least idea of what you have to say. "*Think before you write*" is the first rule to follow. Revolve the matter in your mind for five or even ten minutes and be sure of what the subject means. Then as every little thought occurs to you put it down on paper at once—any suggestion, any anecdote or story suitable for illustration.

2. The second important step is to prepare an *outline for the essay*. This is best done by putting the above points in

suitable order and under suitable headings. Suppose that the subject for essay is "Milk" and as thoughts occur to you, you put them down as under ;—

We get it from cows, buffaloes and goats.
Pleasant drink.

Useful as food especially for children.
How to use it—danger of unboiled milk.

Milk from other animals,
Preparations from milk.

Condensed and sterilised milk.
Dairies and care of animals.

These points should be carefully gone through. If the time at your disposal is short, omit some points and deal only with a few important ones. Think out the arrangement by which all points will be in their proper places and regularly connected, one with the other. You might ultimately get some such outline as under :—

(1) *Description*—milk an important article of diet and pleasant drink.

(2) How it is obtained—largely from the cow, the buffalo, and the goat. Sometimes from the ass and the camel.

(3) Its importance—contains elements which make it especially valuable to children for their growth ; adults also use it largely; its importance indicated by scientific rearing and establishing of dairies.

(4) How it should be used—dangers of unboiled milk—sterilization.

(5) Various milk preparations.

3. After a regular outline has been settled, the points in the outline should be developed into separate *paragraphs.* Generally a school essay should consist of not more than five or six paragraphs. Care must be taken that in each paragraph only that matter which is appropriate to it is given. Do not wander off to other points and other ideas. The first sentence of each paragraph should begin about an inch more to the right of the paper than the other lines in the essay.

4. The last step in essay writing is *revision*. While revising the essay, write out illegible words again clearly, supply omitted words, correct ungrammatical sentences, and attend to punctuation and spelling.

N. B.—1. The outline of the essay should not appear in the essay. 2. Paragraphs should not be numbered.

IV. **The language of school essays.**—(1) The first important thing to bear in mind is that you should be *clear* to a man of ordinary intelligence. Technical and scientific words should as far as possible be avoided. For the sake of clearness also avoid obsolete, archaic words. Do not use long words and sentences if you cannot use them properly. Use only those words, of the use and exact meaning of which you are quite sure. (2) Do not attempt to be very scholarly. When a figure of speech does not suit a particular purpose, it is better to avoid it. Do not attempt to ornament your essay with doubtful figures of speech. (3) Avoid colloquial expressions and slang. (4) As far as possible avoid the use of the first person plural and the expression of pointed personal opinions and confidences. (5) Do not use sentimental exclamations and emotional appeals. (6) Do not use abbreviations such as, *etc. Re* Avoid also figures excepting in calculations and giving dates.

V. **Detailed scheme of general outlines for different types of essay.**—Each type of essay has its peculiarities and it is difficult to give unfailing models of the outlines to be followed in each particular type. The scheme given below only suggests the main points which might be considered in each type and the order in which they might appear. First then about the **Descriptive Type**.

(*a*) *Substances such as gold, wheat, rice etc.*

1. Definition.
2. Where it is produced or found.
3. Its properties and varieties.
4. How it is prepared.

5. Its uses.

(*a*) *Animals, plants, etc.*

1. Definition or general brief description—to what species it belongs.
2. Where found.
3. Appearance—size and different parts.
4. Characteristics.
5. Uses.

(*c*) *Manufacturing processes and products.*

1. Description of raw material and where obtained.
2. Machinery used for the purpose.
3. Actual process-
4. Varieties of the product.
5, Places where the manufacture is carried on and reasons.
6. Uses of the product.

(*d*) *Countries, districts and towns.*

1. Situation.
2. Facts and figures—population, houses, &c
3. People—their habits, education, religion, &c.
4. Manufactures and trade.
5. Names of prominent men.

(*e*) *Rivers, mountains, etc.*

1. Position.
2. Physical features, *e g.*, source, mouth, length, navi. gable or not (in the case of a river), height, surface, peaks, &c. (in the case of a mountain).
3, Political features—towns on the banks, or in neighbourhood.
4. Scenery.
5. Importance.

(*f*) *Natural Scenery.*

1. Surface—hilly, flat, &c.

2. Vegetation grass, trees, &c.
3. Animal life.
4. Importance in history.

The Narrative Type of essay.

(*a*) *Reports of events, e.g.*, football match, a battle &c.

1. Introductory—dealing with circumstances which led to it or the occasion &c.

2. Actual report—the time and place, conditions and description.

3. General remarks.

(*b.*) *Reigns of Kings.*

1. Succession to the throne and circumstances.
2. Situation of the country at the time.
3. Policy and character.
4. Events of the reign (these also should be in separate paragraphs according to periods or other arrangements).
5. Death, and result of the reign.

(*c*) *Biographies.*

1. Date and place of birth—parentage.
2. Early life and surroundings.
3. Career in life—the work for which he is known.
4. Last years and death.
5. General remarks—character, attainments, influence etc., comparison with other men.

The Reflective Type of Essay.

The arrangement of thought in this type of essay will differ with different persons, but the following may serve as the main outline:—

1. Introduction—containing the definition of the subject, or explanation.

2. General statement—of the writer's view about the subject.

3. Arguments or reasons in favour of the writer's views with illustrations if any.

4. Statement of the opposite views if any and answers to these.

5. The conclusion—the writer's final statement about the subject.

The definition should be quite, clear and short. But it should not consist only of one or two words or a synonym. In defining, do not use the same word or its derivative in the explanation. For instance, if you are defining "courage" don't say "Courage means doing *courageous* deeds," or "courage is bravery." The definition might be "Courage is that quality in man which enables him to meet dangers without fear and to attempt to overcome them." As far as possible avoid the following forms of introduction:—

The meaning of the theme is...

This title means...

We understand by this proverb...

Our subject teaches us......

No argument or illustration should be used in the introduction. Avoid, therefore, the words *for*, *because*, *for example*, etc. in it.

As regards the second part of the essay, do not give a rash hasty judgment which you cannot support well in the third part.

In the third part (which should be the longest and divided into paragraphs), set forth the arguments or reflections on which your judgement is based. In this part, similies and examples from history might be introduced. Appropriate quotations are also valuable. But care should be taken that historical examples are real facts, and quotations pertinent. The fourth part of the essay might very well be combined with the third. Each argument with a reply to the opposite view might form a separate paragraph.

The conclusion should summarise the whole case and emphasize the final judgement with a statement of the desirability of cultivating a particular quality etc.

N.B.—The body of the essay should be entirely written in the third person. The first person is allowable in the conclusion, but is better avoided even there.

Exercises (*First Stage.*)

1. Expand each point in the following outlines by supplying appropriate *details under each head* :—

Iron

1. A metal—description.
2. Where found.
3. How prepared.
4. Varieties.
5. Uses and importance.

Gold

1. A valuable metal—general description.
2. Where found.
3. Qualities and varieties.
4, What it is like in its natural state and how prepared.
5. Uses.

Potato

1, What it is.
2. Its discovery, first place where it grew—spread to other countries—where largely found now.
3. Properties and varietes.
4. How grown.
5. Usefulness.

Rice

1. Principal food of mankind in some countries.
2. Where it is largely grown.
3. Properties and varieties—Bengal rice, Burma rice, etc.
4. How it is grown.

5. Uses.

The Horse

1. Brief general description—mention the species.
2. Where found.
3. Appearance, size, age.
4. Characteristics.
5. Kinds and uses.

The Cow

1. A domesticated animal.
2. Where it is found.
3. Appearance, size, age etc.
4. Characteristics and habits.
5. Importance to mankind.

Cocoanut Tree

1. A variety of palm—the most valuable and of great beauty.
2. Where it is found.
3. Description, height, age or other particulars.
4. Uses of the tree.
   - (a) The nuts—their uses
   - (b) The bark and leaves—their uses
   - (c) Juice known as toddy—uses

   } three separate paragraphs

The Plantain Tree

1. A valuable Indian tree.
2. Appearance—size, age.
3. Uses.
   - (a) The leaves.
   - (b) The fruits and its varieties.

Manufacture of Paper

1. From what made—description of material and where found.
2. Process of making—machinery, etc.
   Varieties of paper and uses.
4. Where paper is mostly manufactured.

Bombay

1. Situation—boundaries, etc.
2. Population, extent.
3. People, their language, habits, professions, religion, etc.
4. For what it is known,—a great port, good buildings, mills, etc.
5. Important institutions—Municipality etc., and great men.

The Indus

1. Source—mouth—length—tributaries, etc.
2. Its importance to the Punjab and Sind. How it influences their prosperity or otherwise.
3. Towns on its banks.
4. Scenery in important places.

The Himalayas

1. Situation.
2. Height, peaks, surface, snow level.
3. Important uses—rivers rising in it, climate for health—vegetation.
4. Towns on and round about.
5. Scenery.

Scenery in Mahableshwar

1. Surface of the earth in the place—mountains, valleys &c.
2. Vegetation—grass, trees, garden.
3. Animal life.
4. Importance.

II. *Expand the following outlines of essays by supplying detailed and appropriate information or points under each head.*

A Foot-ball Match

1. The occasion—one of the seasons—between Grammar School and St. Patrick's School. The weather.
2. The date, place, time of commencement.
3. Attendance and interest—favourite players.

4. Progress of the game—any noteworthy points—result.
5. Reflections on the play of two sides.

The Battle of Plassey

1. Date and opposing parties.
2. General and immediate causes which led to it.
3. Description of the place of battle.
4. Opposing forces—their comparative strengths and advantages—leaders.
5. The battle—time, day, weather, description and how long it lasted.
6. The results—temporary as well as permanent.

Reign of Akbar

1. How he succeeded to the throne—circumstances.
2. His difficulties at the time.
3. Policy and character.
4. Events of the reign.
   (*a*) Crushed opposition.
   (*b*) Conquests.
   (*c*) Civil administration.
   (*d*) Religious innovations.
   (*e*) Marriage alliances.
5. Death and result of his work.

Life of Shivaji

1. Date and place of birth—parentage.
2. Early life and training.
3. His career.
   (*a*) Against Bijapur—Golconda.
   (*b*) Against the Moghul power.
   (*c*) Establishment of a Maratha Empire.
4. Death, his character and policy.
5. Result of his work.

III. *Expand the following outlines by supplying appropirate details under each heading.*

Cleanliness

1. Definition.
2. Cleanliness of body, clothes etc. How dirt brings on disease.
3. Different habits of cleanliness.
4. Danger of an unclean person to others.

Obedience

1. Definition.
2. Importance—There can be no progress and order without it.
3. Obedience to parents and teachers.
4. Obedience to superiors and to laws.
5. Conclusion.

Friendship

1 Definition—distinguish from "acquaintanceship".
2. True characteristics of a friend.
3. Necessity of friendship.
4 Necessity of care in the choice of friends.
5; Conclusion.

War

1. Definition.
2. Kinds of war.
3. Evil effects of war—some good
4. Conclusion.

Perseverance

1. Definition.
2. Its importance.
3. Examples from history.
4. Conclusion.

Punctuality

1. Definition.
2. Advantages.
3. Disadvantages from want of it.
4. Conclusion—why we should practise it.

Travelling

1. Use—for pleasure as well as education.
2. Travelling in ancient times and now. (Two or three paragraphs.)
3, Conclusion.

Choice of a Profession

1. Difficulty of choosing at an early age.
2. Choice to depend on inclination, eagerness and intelligence shown for a particular work.
3. Consequences of careless choice.
4. Reflections on various professions for various people.

Exercises (*Second Stage*)

1. *Think out various points on the following subjects and re-arrange them into outlines:—*

The donkey. The ant. The camel. The peacock. The lion. The crow. The elephant. The goat. The snake. The bee. Wheat. The mango. The rose. The neem tree. Coal. Precious stones. Water. The sea. Clouds. Rain. Ice. Cotton. Ivory. The bicycle. The tram-car. The Ganges. Silk. Butter. Sugar. Leather. Printing. The Taj Mahal. A ship. Your village or town. A fair. Tea.

2. *Furnish outlines for the following with details under each heading:—*

The Divali festival. The Mohurram. A cricket match. A railway journey. The Black Hole of Calcutta. Reign of Shah Jehan. Life of Nur Jehan. The second battle of Panipat. Life of a saint. Life of a great man. Reforms of Akbar. Reforms of Lord William Bentinck. Administration of Lord Hardinge. A fire. Visit of the Prince of Wales to India. Reign of Queen Victoria. The Massacre of Glencoe. The Indian Mutiny.

3. *Think carefully on the following subjects and arrange your thoughts in clear outlines :—*

Holidays. Games. Country life. City life. Uses of rain. Indian Railways. Truth. Vegetarianism. Evils of drink. Famines. Novel reading. Uses of books. Uses and

advantages of emigration. School punishments. Superstition. Value of indoor amusements. Gambling. Strikes. Libraries. Patriotism.

Exercises (*Third Stage.*)

1. *Prepare outlines on the following subjects and write essays in accordance with the outlines :—*

Airship. Where there is a will there is a way. Look before you leap. Make hay while the sun shines. Electricity. Is war an unmixed evil? Sweet are the uses of adversity. Every man is the architect of his own fortune. Printing. Rain. Photography. Female education. All that glitters is not gold. A bird in the hand is worth two in the bush. Newspapers. Advantages and disadvantages of a universal language. Care of the body. Your idea of a happy life. Trees. Civil war. Cruelty to animals. Rise of the Maratha Empire. Decline and fall of the Moghul Empire. Wireless telegraphy. Modern methods of warfare. Gardening, Ocean currents. Thrift. Salt. The shape of the earth. Earthquakes. Choice of books. Physical exercise. Tobacco.

UNIVERSITY QUESTIONS-BOMBAY.

1. *Write about 40 lines (some 350 words) on any one of the following:—*

(*a*) "What I would do if I were a king."
(*b*) The worth of good character.
(*c*) English and Indian Sports and Games.

1911.

2. *Write about 40 line (some 350 words) on any one of the following subjects:—*

(*a*) Indian fruits and flowers.
(*b*) A wrestling match.
(*c*) A tonga pony tells the story of its life.
(*d*) On being ill.

1912.

3. *Write a composition of not less than 40 lines on any one of the following:—*

(*a*) Cleanliness of mind and body.

(b) The folly of listening to idle rumour.
(c) A funeral ceremony in your community.
(d) A typical day in the life of a girl in your community.

1913.

4. *Write a composition of not more than 60 and not less than 40 lines on any one of the following:—*

(a) The daily life of an Indian villager.
(b) Social service and what forms it may take in India.
(c) Early marriages and their effects on the welfare of the community.

1914.

5. *Write an essay of about 30 lines on any one of the following:—*

(a) The advantages and disadvantages of being a member of a large family.
(b) Your ideal of a house and how you would furnish it.
(c) The improvement that you would like to see in your native town or village.

1915.

6. *Write an essay of about 30 lines on any one of the following:—*

(a) The various aspects of the sky by day and night.
(b) The different kinds of artificial lights.
(c) A careless person is an enemy to self and a nuisance to society.

1916,

7. *Write an essay of about 30 lines on any one of the following subjects:—*

(a) How would you conduct your school if you were its principal ?
(b) A visit to an exhibition or a cinema show.
(c) The distinctive marks of a civilized man.

1918.

8. *Write an essay af about 20 lines on any one of the following subjects:—*

(*a*) The policeman.
(*b*) The invention you consider the most useful to mankind.

1919.

9. *Write an essay of about 20 lines on any one of the following subjects:--*

(*a*) Your idea of true happiness.
(*b*) The customs in your caste or community you would like to see abolished.
(*c*) The Indian game you like the most.

10. *Give in about 20 lines such reflections as occur to you on any one of the following:—*

(*a*) The visit of the Prince of Wales to India.
(*b*) Strikes.
(*c*) Aerial Navigation.

11. *Write an essay of about 20 lines on eaeh of the following:—*

(*a*) The post office and its work.
(*b*) My life at home.
(*c*) The value of discipline.

1920.

12. *Write an essay of about 20 lines on each of the following subjects:—*

(*a*) Your idea of a true Gentleman.
(*b*) A rainy day.
(*c*) Which would you prefer—wealth or knowledge ?

1921.

13. *Write a description of any entertainment at which you have been present.*

1922.

14. *Write an essay of about 20 lines on each of the following subjects :—*

a My idea of a well spent day.
b. The advantages of having a hobby.
c. The end of life is not thought but action

1923.

15. *Write an essay of not more than 25 lines on any of the following subjects :—*

a. A visit to a place of worship.
b. My aim in life.
c. Parents' influence on the child.

1924.

16. *Write an essay of not more than 25 lines on any one of the following subjects :—*

a. An ideal village.
b. A walk on the seashore.
e. Military training.
d. The Pleasures of Gardening.

1925.

17. Write an essay of not more than thirty lines on any one of the following subjects:—

a. A Railway station.
b. Which is the worse—blindness or deafness ?
c. The qualities necessary for success in life
d. Are we happier than our forefathers ?
e. The pleasures of a farmer's life.

1926.

H. S. Examination, Allahabad

1. *Write a short essay on:—*

Well spent leisure
or
A visit to a Mela.

1910.

2. *Write on essay on either:—*

The use and abuse of school games.
or
The most interesting railway journey you have made.

1911.

3. *Write an essay* on "The advantages and disadvantages of life in a school hostel."

1913.

4. *Write about fifteen lines each on any two of the following subjects :—*

1. The horse.
2. The school library.
3. 'A man is known by the company he keeps.'
4. The motor car.

1914.

5. *Write not more than three pages of your answer-book on any one of the following subjects :—*

(*a*) The advantages of being a member of a large family.
(*b*) The gramaphone.
(*c*) The imaginary adventures of a rupee.

6. *Write not more than three pages of your answer-book on any one of the following subjects:—*

(*a*) The advantages and disadvantages of life in a great city.
(*b*) The imaginary adventures of an umbrella.
(*c*) The aeroplane.
(*d*) A day in the rains.

1916.

7. *Write not more than three pages of your answer-book on any one of the following:—*

(*a*) Newspapers.
(*b*) Your idea of Hero.
(*c*) Dreams.

1917.

8. *Write an essay, using not more than three pages of your answer-book, on any one of the following:—*

(*a*) Life in India at the present time as compared with that of a hundred years ago.
(*b*) A story told by the school clock.
(*c*) Careers that are open to students of an Indian high school; describe them, and say, giving reasons, which you would prefer.

1918.

9. Select one of the following subjects and write an essay of not more than *three* pages of your answer–book on it.

Either (i) **The Coolie**--The different kinds of work he does; his appearance; his manner of working; his amusements.

Or (ii) **The Means of Transport**--This things we commonly use have been brought to us by different means; description of the various means of transport, both inside a country and between different countries.

1919.

10. Write an essay on any *one* of the following subjects. Your essay should not exceed in length three pages of your answer–book:—

(*a*) The advantages of a knowledge of English.
(*b*) Photography.
(*c*) Electricity.
(*d*) The intelligence of animals.
(*e*) The experiences, real or imaginary of a traveller who has been forced to spend a night in an Indian jungle.

1920.

11. *Write an essay on one of the following subjects. Your essay should not exceed in length three pages of your answer book:-*

(*a*) Description of an Indian village or town.
  (i) on a day in December.
  (ii) on a day in May.
(*b*) Boy-scouting.
(*c*) Different types of characters, as exemplified by the boys in my school.
(*d*) Description of a day you have spent at a fair (Mela).

1921.

12. *Write an essay on one of the following subjects. Your essay should not exceed in length three pages of your answer-book:—*

(i) How modern inventions have increased human comforts.

(ii) 'My pleasures and my trouble.'

1922.

13. Write an essay of not more than five pages of your answer-book on *one* of the following subjects:—

(*a*) School libraries.

(b) How can the life of the Indian villager be improved?

(*c*) Write a letter to your cousin telling him about the most amusing incident you have ever seen.

1923.

14. Write an essay of not more than *five* pages of your answer book on *one* of the following subjects:—

The pleasures of school life, or,
Any festival in which you are interested, or,
Mountain scenery.

1924.

15. Write an essay containing not more than six pages of your answer-book on *one* of the following subjects:—

(i) Truth and falsehood (quote stories illustrating the effects of speaking the truth or telling lies).

(ii) The keeping of pets (name the animals and birds usually kept as pets in India, state why pets are kept and give your own experience of keeping pets, if any.)

1925.

16. Write an essay covering not more thau *six* pages of your answer-book on *one* of the following subjects:—

Your idea of a happy man, or,
The Faqirs and Sadhus of India—their ways practices.

1926.

The Punjab

1. *Write an essay not exceeding four pages, on any one of the following subjects :—*

1. An Indian marriage.
2. A wrestling match.
3. Music.
4. Early rising.

1918.

2. *Write an essay of about 40 lines on :—*

1. Some of the advantages to be derived from the study of Geography-

or

2. The importance of religious instruction in schools.

or

3. Hope,

or

4. The Cat

or

5. English language.

1912.

3. *Write an essay on one of the following subjects:—*

(1) Memories of early youth.
(2) A walk by a river.
(3) A character sketch of a friend.

Outlines of Essays:—

1. *Memories of early youth:—*

(*a*) Circumstances under which my youth was spent. Age at time of earliest memories.
(*b*) Description of incidents remembered.
(*c*) Reason why particular incidents are vividly remembered.

Note :—The bulk of the essay should deal with (*b*).

2. *A walk by a river :—*

(*a*) Occasion ; name of river : season of year ; time of day.
(*b*) Method of travelling to the river; events by the way.
(*c*) Description of objects and people seen; and incidents in the walk.

(*d*) Thoughts inspired by river in general.

3. *Character sketch of a friend :—*

(*a*) How we became acquainted.
(*b*) Virtues and failings of my friend.
(*c*) Incidents illustrating these virtues and failings.
(*d*) My friend's personal appearance, present position, and future prospects.

1913.

4. *Write an essay on one of the following:—*

(*a*) Holidays.

i. Their necessity.
ii. They may be abused.
iii. How they may best be used.

(*b*) The Census.

i. What it is.
ii. Its origin and history (if known).
iii. How it is taken in India.
iv. Its uses and benefits.

1914.

5. *Write a description of the scene at some such place as the Golden Temple at Amritsar on the occasion of a great festival.*

Describe (i)—the place.
(ii) the appearance of the people.
(iii) what they do there.

1915.

5. *Write an essay on one of the following:—*

(a) You have just been appointed a Tahsildar. Describe your Tahsil, and state what improvements you intend to make in it.
(b) Give an account of a shipwreck on a desert island. Describe some of the difficulties of the ship wrecked people, and how they overcome them.

1916.

7. *Describe either:—*

The Mohurrum procession in a great city

or

The celebration of the Divali festival

or

Any Indian conjuring entertainment you have seen.

1917.

8. *Write a short account of*:—

The life of one of your great national heroes.

1918.

1. *Compare the present methods of warfare with those of an earlier century.*

or

Write a short description of the way in which you occupied yourself during some recent holiday.

1919.

2. Give a description of the village or street in which you live, and some of its inhabitants.

1920.

3. Write an essay of about forty lines of your answer-book on any *one* one of the following subjects:—

(*a*) An incident narrated in some book you have read.
(*b*) "How doth the busy bee
Improve each shining hour !"
(*c*) Any historical character.

1922.

4. *Write an essay of about forty lines on any one of the following subjects*:—

(1) Canals and their uses.
(2) A football match.
(3) A description of any place with which you are familiar.

1923.

5. *Write an essay of not more than 50 lines on one of the following subjects*:—

(i) Your native town or village. (ii) A fair or a festival. (iii) A dramatic performance. (iv) Your pet animal.

1925.

XV

Autobiographies

Instead of a regular Essay, there is a tendency in England and in some Universities in India, now to ask students to compose dialogues and stories and describe imaginary incidents and happenings. Among these is the exercise of writing out *autobiographies, i. e.*, life-sketches and adventures of persons or things as would be narrated by them in the first person In this exercise, the student imagines that he is the very person or thing which is the subject matter of the autobiography and imagines all sorts of appropriate incidents, events and adventures and describes these in the first person.

A very good illustration of an autobiography is the "Adventures of a Shilling" by Addison.

Autobiography of a Mango.

I am now a red round thing in the prime of life. I am full grown and feel strong and happy in my strength. My master who has now bought me for his use also takes pride in me. He keeps me in a nice little house carefully. In this house I was in the company of several good fellows like the apple, the banana and the strawberry. I was very much amused to see how the bananas stuck close to each other like the castemen in an orthodox society. We had a good little conversation and told the stories of our lives and I told it as under.

I do not remember when I was born. But two months back, I found myself peeping out of a green branch high up in the air. I was a very tiny thing then sticking to the mother branch with greater firmness than our good friends the bananas here. The sun warmed me, and as the life juice rushed up from the ground and entered into my very self, I felt a great wonder. For I found I was growing big every day. As I grew, I felt something hard forming in the centre of my

body. They say it is the seed from which many descendants of mine—sons, grandsons, and great grandsons—will spring up after I am dead and gone. As this hard centre in my body began to form itself and grow, the fleshy part around it began to be soft and I could smell that it was becoming sugary, while at first it was very sour.

One day we had a great fright. A party of boys, returning from school, stood gazing at us for some time and then picked up stones and let go quite a shower upon us. I was not hurt, but one of us fell down, and it received a very bad treatment in their hands. The poor comrade of ours was skinned by these heartless urçhins, cut up in pieces and then sent down into the dark inside chambers of their bodies. What happened to those bits of our poor comrade I do not know. But I suspect I will soon share the same fate. I am being preserved and respectfully treated so that I may be a good thing for the place to which my poor comrade went long ago.

After month a or so, all of us were separated from our parent. We shed many tears but we were all put away into houses of straw, and there our sorrow and the heat of the overcrowded house made us quite red and soft. We were then taken out and placed in the open by a bania. Here every one would come and pick us up for examination, pay some round hard thing to the bania and take us away. I was also similarly taken by the master of this place. They say I am to receive a very good bath in the afternoon. In fact they are going to put me in hard lumps of water. I do not know why they are giving me that special treatment. But I have my doubts.

Exercises

Write out brief autobiographies of the following:—

1. The rose.
2. A horse.
3. A dog.
4. The kettle.
5. A Mosquito.
6. A watch.
7. A spider.
8. A sword.
9. A parrot.
10. A cow.
11. A rupee.
12. A lantern.
13. A cot.
14. A donkey.

15 A camel.
16. A kite.
17. A book.
18. A football
19. A stick.
20. A tonga
21. A trunk.
22. The Himalayas.
23. The river Ganges.
24. The grain of wheat.
25. The ant.
26. The bee.
27. The almond.
28. The harmonium.
29. A flute.
30. A tree.

XVI

Speeches

Talking is one of those activities in which we are engaged almost the whole of our lives. From morning, when we wake up, to the time when we sleep, we do a lot of talking, and in talking we use words and sentences to express all sorts of ideas, to convey information, to show our thoughts and feelings. But all talking is not speech-making. Speech-making is an exercise in which we make a deliberate effort at talking on a large scale, as it were. While ordinary talking may be compared to the making of brief sentences—negative, assertive, exclamatory and of other kinds—speeches may be compared to essays. But they are essays which are spoken and not written.

We make speeches, as school boys, in our debating societies; we make speeches, as grown up men, in social meetings, in municipalities, in legislative councils, and on the public platform. Speeches are always an effort to explain some ideas or to describe certain things. As such they are in the nature of essays. But as they are speeches and not written essays, they are to be in a familiar style such as one uses in ordinary talk, such as any one would easily understand. And the style and manner both vary with the audience. If we are making a speech in a philosophical society, it would be quite different in style from one which we make in a social gathering. If we are in the midst of a highly educated audience, our speech would be different from the one we would make on the same subject to an audience of railway clerks.

But in all speeches, the attempt should to be make ourselves clear, so that the audience will understand us, and to express ourselves forcibly so that they will be influenced by what we say. The subject matter should be arranged in logical order, and the beginning and end should be interesting.

Begin your speech by addressing the President and the audience as "Mr. Chairman and Gentlemen" or "Mr. Chair-

man, Ladies and Gentlemen, " or "Gentlemen," or "Friends" and so on.

EXCERCISES

Write out short speeches on the following:—

1. On the need for the opening of an *akhara* in your town.
2. On the formation of a club in which all communities would join.
3. Protesting against the bad water supply of the town at a meeting of the town people.
4. On the necessity of joining the army in large numbers.
5. Persuading the people to open shops, after a riot.
6. Persuading a mob to live at peace with the other party and disperse.
7. A speech on the occasion of the birth-day of Guru Nanak.
8. Proposal to start a college in your town.

XVII

Letter-writing

1. **Parts of a letter.** Letters generally consist of the following six parts:—

(*a*) The address of the writer and the date of writing.
(*b*) The name, title and place of the person written to (on business letters only.)
(*c*) The form of address.
(*d*) The actual letter.
(*e*) The concluding form at the end of the letter.
(*f*) The signature of the writer.

The position, form and arrangement of these different parts of a letter differ with each kind of letter as under:—

2. **Private letters.** Private letters include letters to relations, friends, acquaintances and even to strangers. In these letters the second part is omitted. The private letter will then consist of five parts. As regards the first part, the address should be written on the top of the right-hand corner of the first page, not too near the top. In this address, the name of the residence should form the first line and the name of the town the second line. Below this should be placed the date. These lines should not be exactly below one another. The second line should be more to the right than the first, the third more to the right than the second line as under:—

LAKSHMI LODGE,
KARACHI,
1st August, 1925.

After the address and date have been written, the next thing to do is to address the person in the proper form "Sir," "My Dear Father," etc. on the left-hand side. Then the actual letter is to begin below this and a little to the right. After this is over, the letter is to be concluded in a proper form as "Yours faithfully," "Yours affectionately" etc. on the right-hand side. Below this will come the signature. The various forms of address and subscription (the concluding portion) used in private letters are as under:-

(a) *To relations.*

Begin—	End—
My dear Father,	Your loving Son,
My dear Mother,	Your loving Son,
My dear Sister, or Brother, (or short home name)	Your loving Brother or Sister, or Yours affectionately,

(b) *To friends.*

My dear Rama,	Yours affectionately,
Dear Chandu,	Yours very sincerely,

(c) *To acquaintances.*

Dear Mr.	Yours sincerely,

(d) *To strangers.*

Dear Sir (or Madam),	Yours faithfully, or Yours truly,

(e) *To 'he teacher.*

Dear Sir,	Yours obediently, or Your obedient pupil,

(f) *To he employer.*

Sir,	Yours obediently, or Your obedient servant.

3. **Business Letters.** A business letter consists of six parts. The first part consists of the address of the firm sending the letter, and the second part the address of the firm to which the letter is sent. These are written on the left. Below this to the right is put the No. of the letter and the date as under:--

From

....

....

....

To

....

....

....

No......Dated...........

The form of address is "Gentlemen" or "Sirs" when addressing the firm, and "Sir" when addressing a manager or individual office-bearer. The concluding form is "Yours faithfully" or "Yours truly."

Sometimes the No. of the letter is put on the very top of the letter in the middle or the left-hand corner, and the date opposite to the signature on the left as below.

1st August 1925.

5. **Official Letters**. These are of three kinds:—

I. Letters from private individuals to officials such as applications for appointments, for leave, complaints, inquiries, requests, &c.

II. Letters from officials to private individuals, such as replies to the above.

III. Letters from one office to another.

In the case of the first class of official letters, the first part consists of the address of the official on the left-hand side as:—

To

....

....

....

The second part is the form of address in its usual place. The form in this case is "Sir." The form of subscription and the address of the writer and the date of writing are as under:—

I beg the remain
or
I have the honour to be,
SIR,
Your most obedient servant,
(*Signature*).

121, COLLEGE SQUARE,
CALCUTTA,
14th July 1920.

In the case of the second class of official letters, the first part of the letter is generally the No. and date at the very top. Sometimes this is placed to the left below the

address of the writer. The address of the writer is given to the left following "From", and the address of the person to whom the letter is addressed is given either below this following "To" or at the very end of the letter, to the lett. Thesedifferences are illustrated below:—

No......dated...........
From
....
....
....
To
....
....
....
Sir,
(Actual letter)

I have the honour to be,
SIR,
Your most obedient
servant.
(*Signature*)

From
....
....
....
No......dated...........
Sir,
(The actual letter)
I have the honour to be
SIR,
Your most obedient
servant.
(*Signature*)
To
....
....
....

In the case of the third class of official letters, the forms and arrangement are the same as in the second.

5. **Public letters.** These are letters usually addressed to the editors of newspapers on matters of public interest. The address of the writer and the date of writing come at the left-hand top corner of the first page, or the right-hand side at the end of the letter opposite to the subscription. The address of the editor comes to the left as in official letters. The form of address is "Sir", "Dear Sir" or, not in serious correspondence, "Dear Mr Editor", and the subscription "Yours faithfully" or "Yours truly." These letters should be written only on one side of the paper.

6. **Body of the letter.** When we write a letter for any purpose, we mnst first think out carefully what we have to say. It is a bad plan to begin writing at once without makiug a kind of *outline* of the subject-matter in our mind or

on a paper. After we have thought about the subject-matter and noted down the different points, we must express them as naturally as if we were speaking personally to the addressee. This is of the utmost importance. The *language of letters* must be as plain and natural as that which we use in conversation.

"The style of a letter should be adapted to the person and the subject. To superiors, it should be respectful; to inferiors, courteous; to friends, familiar; to relations, affectionate; to children, simple and playful; on important subjects, it should be forcible and impressive; on lighter subjects, easy and sprightly: in condolence, tender and sympathetic: in congratulations, lively and joyous. It would be absurd to write to a school boy in the stately phrases of an official letter; and equally absurd to use the familiar language of love and friendship in a communication of business."

Each new thought or important statement should be put into a fresh paragraph.

It is very necessary that exaggeration in compliments or statement of facts or expression of feelings should be avoided. These things are permissible in some cases in letters written in the vernacular but not in English. It is in bad taste to write in reply to an ordinary letter "My joy knew no bounds when I received your letter."

7. **Cautions.** The following should be carefully noted for avoiding common errors in letter writing:—

(*a*) *Use of the word "request."* This word is now used in English only from a superior to an inferior, and so is almost equivalent to command. Its use in letters asking for leave or other favours is quite wrong. When used by a superior it usually conveys dignified reproof, *e. g.*, "May I request you to be more careful about this point in future ?"

(*b*) *Leave.* Most students write "Grant me leave for to-day." Now "leave" means "permission for something." After the word "leave" we should definitely state for what purpose we want leave. Without this definite statement, the word "leave"

might mean "permission for anything." Students, of course, mean by it "*leave of absence*" or "*leave to go home*."

(c) *And oblige.* Many people are under the impression that at the end of the letter, it is necessary to put the words "and oblige" even after a full stop and having no connection with the previous sentences or ideas. One letter had this ending:—

As I have just received the telegram, I must close and oblige,

Yours &c.

It is best to avoide the use of "and oblige" in private letters and to limit it only to business letters. Even then the words should be connected with the previous sentence and should be so used as to make the subscription the object of the verb "oblige" as:—

Kindly do this work immediately, and oblige,

Yours faithfully,

(d) *Inform*—This word may be used in letters written by an office to an individual and must have an object, but an individual writing to an office or a superior should use "state, say, submit or write" instead. Don't write "I beg to *inform* that I am unwell."

(e) *The same from*—Many students write "I am quite well here and hope to hear *the same from* you." This would mean "I am quite well here and hope to hear from you the same (that I am well.)" "The same" always refers to something already stated. The correct form in the above sentence would be "I am quite well here and hope to hear the *same about* you"

(f) In English, we should not begin a letter with inquiries about health as we do in the vernacular.

(g) *The pronoun "I"*:—We should use as little of this pronoun as possible but this must not be done by merely omitting it. It is wrong to write "went

to town and saw etc." We can, in many cases, avoid its use thus:—

"I think &c." "It seems to me &c."
"I received a visit from M" "M. paid me a visit."

(*h*) Write your signature clearly.

EXERCISES.

1- *Write a letter to a friend;—*

(*a*) Telling him about your life and progress at school

(*b*) Asking him about his welfare and about your other friends at home.

(*c*) Asking his advice about what you should do after leaving school.

(*d*) Telling him of your success at the examination.

(*e*) Inquiring about his health.

(*f*) Advising him about the profession he might choose

(*g*) Asking him to lend you some books.

2. *Write a reply to each of the above letters.*

Write a letter to your father:—

(*a*) Asking him to send you some money,

(*b*) Apologizing for neglecting to write to him earlier.

(*e*) Giving a description of some school friends.

(*d*) Informing him about your illness.

(*e*) Informing him that you propose to come home shortly.

(*f*) Informing him about your progress in studies.

4. *Write a reply to each of the above letters.*

5. *Write letters to your Headmaster or teacher:—*

(*a*) Asking to be admitted to the school.

(*b*) Asking leave of absence for one day.

(*c*) Asking to be granted reduction in fees.

(*d*) Apologizing for misconduct.

(*e*) Asking advice about your studies-

(*f*) Informing him about your success at the examination and thanking him for his help.

6. *Write letters:—*

(*a*) Inviting a friend to dinner.

(*b*) Accepting an invitation.
(*c*) Challenging a team to play football.
(*d*) Accepting a challenge.
(*e*) Refusing a challenge.
(*f*) Refusing an invitation to dinner.
(*g*) Congratulating a friend on his appointment to a good post.
(*h*) Replying to the above.
(*i*) Expressing condolence with a friend or relation who has lost his mother.
(*j*) Making an appointment with a friend to discuss certain matters.

7. *Write letters:—*
(*a*) To a business firm asking for an appointment,
(*b*) „ „ applying for a vacant post.
(*c*) To the postmaster, inquiring about a missing letter.
(*d*) To the station master, asking for a concession ticket.
(*e*) „ „ inquiring about a missing parcel.
(*f*) To the police inspector, informing him of a theft in your house.

8. *Write replies to advertisements about:—*
(*a*) A vacant post.
(*b*) A bicycle for sale.
(*c*) A bicycle wanted.
(*d*) A purse that has been lost.
(*e*) Your purse found by some one.

9. *Write to an editor of a newspaper in your town:—*
(*a*) Complaining about bad water supply by the municipality.
(*b*) Expressing your agreement with his views on widow-remarriage.
(*c*) Reporting to him a theft in your locality.
(*d*) Suggesting to the public the desirability of a social service league in the town.
(*e*) Expressing your amazement and condemnation of the conduct of the police.

10. Write to a bookseller asking him to supply certain books.

11. Write to a bookseller, asking him to quote prices of certain books—Enclose stamp for catalogue.

12. *Answer the following advertisement:—*

Wanted a young man as junior clerk. Knowledge of book-keeping essential. Apply in own handwriting to the Metal and Hardware Co., Ltd., Karachi.

13. Write a letter to your landlord asking him to put your house in repairs.

14. Write a letter to a doctor requesting him to call at your house; briefly state the nature of the illness.

15. Write home intimating your safe arrival at Bombay and your first impressions of the place.

16. Write a letter to your teacher requesting him to give you a testimonial.

UNIVERSITY QUESTIONS *(Bombay.)*

16. Write a letter of about a dozen lines to your father or guardian stating how you hope to fare in the examination.

1911.

2. Write a letter of about fifteen lines *to* a friend describing an imaginary visit to a fortune- teller.

Or

You are applying for a post in a commercial firm. Write a letter of about 15 lines to your schoolmaster, asking for a testimonial.

1916.

3. Write a letter to a newspaper commenting on one of the following:—

(*a*) Reckless driving.
(*b*) Begging in streets.

1918.

4. Write a letter of about 15 lines to a friend, describing your experiences in the examination hall.

Or

Write a letter of about 15 lines to a friend, inviting him to spend his next holiday with you.

1915.

5. *Write*:—

(*a*) A letter of about 20 lines to a friend, describing how you spent your last New Year's Day.

Or

(*b*) A letter of advice about 20 lines to a younger brother of yours, about to join a school.

1919.

6. You have a week's holiday after the examination, and you wish an intimate friend to pass it with you. Write a letter to your friend, proposing two ways of spending the holiday, and inviting him to select one.

1921.

7. You wish to sell one of the following articles:—a bicycle, a clock, a cricket bat, a book case containing books. You have inserted an advertisement in a local newspaper, and have received a letter of inquiry from an intending purchaser.

Write a reply, describing the article, giving your reasons for selling it, and stating the price.

1922.

8. Suppose you have a friend who is exclusively occupied with his studies. Write a letter persuading him to take part in athletic games or social service.

Or

You have been delayed by a railway accident in a small country outstation overnight. Write a letter home relating your experience.

(*N.B.*—Sign yourself as A.B.C.)

(1924.)

9. *Write a letter*:—

(*a*) To the Editor of a newspaper, stating your views for or against the use of text-books in English for the School Leaving Certificate Examination.

or

(*b*) To a friend describing some stirring event (real or imaginary) that has lately happened in your neighbourhood.

10. *Write a letter of not more than 20 lines:—*

(*a*) To a friend on his birthday, expressing good wishes, and mentioning the present that accompanies the letter.

(*b*) To your father saying why you wish to accompany a friend to a hill station (or to a seaside place), and asking his consent to your doing so.

1926.

The Punjab M. S. L. C.

11. Draft an application, on behalf of the residents of your town or village, addressed to the Deputy Commissioner of the district, requesting him to open a dispensary for women and children in the said town or village.

Or

Write a letter to a friend, telling him about your occupation of a new house, and your neighbours.

1911.

12. Your father being away from home on business, write a letter telling him of the state of things at home in his absence.

1912.

13. Write a letter to a friend describing the difficulties of pronouncing and spelling English correctly.

1913.

14. Write a letter to your father telling him how you have been getting on at school during the past term. Tell him when to expect you home for the holidays, and what your headmaster has said as regards your character, etc.

1914.

15. Write a letter of apology to a friend for not having kept an appointment which you had made with him, explaining fully what prevented you.

1915.

16. You have received a letter from your father, saying that he has arranged a marriage for you, and that the ceremony

is to take place in a month's time. Write a reply, objecting or agreeing, and giving shortly your reasons in either case.

1916.

17. Write a letter *either* (*a*) to the head of a department, asking for a situation, or (*b*) to the headmaster of your school, asking for leave in consequence of illness.

1919.

18. Write a letter to a shop ordering a pair of football boots, mentioning the size, shape, and quality required, and the method by which they are to be sent and paid for.

1920.

or

Write a letter to your father, asking him to send your little brother to your school, and telling him why you want him to do this.

19. Write a letter to a friend in whose house you have been staying, to say how much and for what reason you enjoyed your visit. Thank him (or her) for the kindness shown to you, and say when and where you hope to meet your friend again. Apologise for breaking a window on the last day of your visit. Explain how the accident happened. Offer to pay for mending the window.

1921.

20. Write a letter of about 100 words to your elder brother, telling him what you wish to do in life.

Or

Write a letter of about the same length to your father, requesting him to allow you to pass a few days with one of your friends before you go home from school.

1922.

21. Write a letter of about twenty lines to a friend, giving him an account of a journey made by you partly by rail and partly by a bullock cart.

1923.

22. (*a*) Your father has made you a present of Rs. 500 on your birthday. Write a letter of thanks to him, and tell him how you propose to spend the money.

(*b*) How would you begin and end the letter if the money had been received from a banker as a loan and you were acknowledging its receipt?

1925.

23. (*a*) You meet a stranger in the train. He gets down on the way, leaving behind an umbrella which you take charge of and wish to return. Write a brief letter, complete in every way, but not more than ten lines in length, to send with the umbrella.

(*b*) How would you begin and end the letter supposing you had met the man several times before and knew him quite intimately?

1926.

Allahabad H. S. Examination

1. Write a letter to a school boy in England, describing your home and how you spend your time.

1922.

2. Write a letter to your cousin telling him about the most amusing incident you have ever seen.

1923.

ANSWERS TO SOME EXERCISES.

Parsing

3. **Who**—Relative pronoun, agreeing with its antecedent 'those' understood, in gender, number and person, nominative case, subject of 'will'.

Will—Verb, weak, intransitive, active, indicative mood, third person, present tense, plural agreeing with its subject 'who'.

Be—Verb, agreeing with its nominative 'those'.

Dream—Verb, transitive, weak, active voice, imperative mood, present tense, second person, plural or singular, agreeing with its subject 'you' understood, governing the object 'them'.

Day long—Adverbial accusative of time modifying 'dream'.

For ever—Adverbial phrase of time used as a noun and object of 'make'

Song—Noun common, neuter gender, singular number, put in apposition with 'life', 'death', and 'for ever'.

Weather—Noun, nominative absolute. For the convenience of the student we shall define what the nominative absolute is. "A noun or pronoun joined to a participle without being connected with any other verb" in the sentence is said to be in the nominative absolule, *e. g.*, "Day dawning we arose."

Permitting—Participle limiting the noun "weather".

I—Personal pronoun, first person, singular number, common gender, nominative case, subject of 'asked.'

Asked—Verb, weak, transitive, active voice, indicative mood, past tense, first person, singular, agreeing with its nominative 'I'.

Him—Pronoun, objective case, masculine gender, singular, third person, object of 'asked'.

Heart and soul—Adverbial phrase modifying the verb 'entered'.

But—Preposition governing the infinitive phrase 'to weep'.

(To) weep—Infinitive, governed by the preposition 'but'.

What—Relative pronoun (meaning *that which*), nominative case, subject of 'grieved'. 'What' refers to 'his cruelty'.

Better—Adverb modifying the verb 'is' understood, (It is better, etc.)

Dead—Noun common, common gender, plural number, objective case, governed by the preposition 'with'.

Lead—Verb, in the infinitive mood depending upon another verb 'is'.

Count—Verb, weak, intransitive, indicative mood, present tense, plural, agreeing with its subject 'objections.'

For—Preposition, governing the noun 'nothing' in the objective case.

Grow—Verb, strong, transitive, active voice, indicative mood, first person, plural, present tense, agreeing with its subject 'we.'

Fight—Noun, abstract, neuter gender, singular number, objective case, cognate object of 'fought.'

Himself—Reflexive pronoun.

More—Adjective, comparative degree, qualifying the noun 'knave.'

Knave—Noun, common, common gender, singular number, nominative case, put in apposition with 'he.'

Thyself—Reflexive pronoun.

Prince—Noun, common, masculine gender, singular number, completion of the predicate 'make.'

So far as—Phrase conjunction joining 'I can judge' and 'he is wrong'.

All—Noun, nominative case, subject of 'was ready'.

No—Adverb modifying the adjective 'other'.

Other—Adjective limiting the noun 'book' understood.

One—Pronoun in the objective case, governed by the preposition '*than*'.

Very—Adjective limiting the noun 'looks'.

Mine—Pronoun in the objective case governed by the preposition 'of.'

Those—Demonstrative adjective, plural number, limiting the noun 'kind'.

Drinking—Participial adjective limiting the noun 'horn'.

Horn—Noun common, singular, neuter gender, objective case, object of 'was given'.

Fellow—Noun, common, singular, common gender, objective case, object of 'made.'

Which—Interrogative adjective limiting the noun 'garden.'

Fond—Adverb, modifying the verb 'is.'

Of—Preposition, governing 'being praised' in the objective case.

Being praised—A noun phrase, in the objective case, governed by the preposition 'of.'

Years—Noun in the accusative case–a peculiar construction after the model of Greek and Latin.

Old—Adverb, modifying 'is.'

How to learn—An infinitive phrase, doing the function of a noun, object of 'knows not.'

Some one way—(Some flying one way.)

Some—Nominative absolute.

Way—Adverbial accusative.

Another—Adjective limiting the noun 'way' understood.

Youth—Noun abstract, neuter gender, singular number, nominative case, subject of 'is'.

Youth—Noun abstract, common gender, plural number, nominative case, subject of 'lead'.

Life—Noun abstract, neuter gender, singular number, objective case, object of 'lead'.

Study—Noun abstract, neuter gender, singular number, objective case, governed by the preposition 'of'.

Witness—Noun common, common gender, singular number, objective case, governed by the preposition 'as'.

Witness—Noun abstract, neuter gender, singular number, objective case, object of 'must not bear'.

Death—Noun abstract, neuter gender, singular number, objective case, cognate object of 'die'.

Virtuous—Adjective used as a noun, objective case, governed by the preposition 'of'.

Notwithstanding—Preposition, governing the noun 'industry' in the objective case.

Do—Verb, transitive, strong, active voice, imperative mood, present tense, plural number, agreeing with its nominative 'you.'

Then—Noun, objective case, governed by the preposition 'till.'

Then—Adverb, modifying the participial adjective 'reigning.'

Bid—Verb, transitive, strong, active voice, indicative mood, present tense, singular number, agreeing with its nominative 'I.'

(To) stand—Verb in the infinitive mood, depending upon another verb 'bid.'

Still—Adverb, modifying 'to stand.'

Speaking—Gerund, nominative case, subject of 'will do'.

No—Adjective, limiting the noun 'good'.

Good—Noun abstract, neuter gender, singular number, objective case, object of 'will do.'

Reading—Gerund, objective case, object of 'recommend.'

You—Pronoun, second person, common gender, objective case, object of 'envy'.

Health - Noun abstract, neuter gender, singular number, objective case, governed by the preposition 'for' understood.

To look—Verb in the infinitive mood, depending upon another verb 'is'.

At--Adverb modifying 'to look'.

Any—Adjective, limiting the noun 'pens'.

No—Expletive adverb.

Any—Pronoun, objective case, object of 'have not got'.

Lie—Noun abstract, neuter gender, singular number, objective case, object of 'was told.'

Adieus and Farewells—Nouns abstract, neuter gender, plural number, nominative case, subject of 'are.'

With—Adverb modifying 'to write.'

Even—Adverb, modifying the adjective 'rigid.'

Felt—Verb, weak, transitive, active voice, indicative mood, plural, third person, agreeing with its subject 'moralist.'

(To) pity—Verb, in the infinitive mood, depending upon 'inclined.'

To blame—Verb, in the infinitive mood depending upon 'inclined.'

Died—Verb, weak, intransitive, past tense, indicative mood, third person, singular, agreeing with its nominative 'he.'

Himself—Reflexive pronoun.

Sponging—Adjective limiting the noun 'house'.

Drank—Verb, strong, intransitive, past tense, indicative mood, third person, singular, agreeing with its nominative 'he'.

Their—Pronominal adjective, limiting the noun 'lives'.

Lives—Noun abstract, neuter gender, plural number, objective case, object of 'offered'.

A—Indefinite article put before 'trifle'.

Trifle—Noun having the force of an adverb.

No—Adverb modifying another adverb 'happier'.

It—Pronoun, nominative case, put in apposition with 'who'.

Distance—Adverbial accusative.

Talking—Participle used absolutely.

[When a participle is used without a noun or pronoun to refer to, it is said to be used absolutely.]

or

it may be parsed as a participle qualifying 'we' understood.

Here and **below**—Adverbs modifying 'wants'.

This—Nominative absolute.

Done—Participle referring to 'this'.

A-dying—(= on dying) adverb modifying 'lay'.

To throw—Verb in the infinitive mood, depending upon 'is'.

Away—Adverb modifying 'to throw'.

There—Introductory adverb.

There—Adverb modifying 'was'.

Quite—Adverb modifying the adjective 'thirty'.

Soft and **low**—Adverbs modifying 'whispered'.

Almost—Adverb modifying 'succeeded'.

Alone—Adverb modifying 'succeeded'.

(To) attend—Verb in the infinitive mood depending upon 'have'.

The—Adverb modifying another adverb 'sooner'.

The—Adverb modifying another adverb 'better'.

You—Pronoun, second person, singular, objective case, object of 'received'.

Lose—Verb, weak, transitive, indicative mood, active voice, singular, agreeing with its nominative 'conduct'.

You—Indirect object of 'lose'.

Shortest—Adjective, superlative degree, limiting 'way'.

Way—Noun, governed by the preposition 'by' understood.

This done—*This* is the nominative absolute and *done* the participle [see above].

Tom—Proper noun.

Lady—Noun common, feminine gender, third person, singular, objective case, the indirect object of 'handed'.

A—Indefinite article, put before the noun 'chair'.

Chair—Noun material, neuter gender, singular number, objective case, the direct object of 'handed'.

Many—Indefinite pronoun, objective case governed by the preposition 'of'.

Made—Verb, weak, intransitively used, past tense, singular number, agreeing with its subject 'faith'.

For—Preposition, governing the pronoun 'one' in the objective case.

One—Pronoun in the objective case governed by the preposition 'for.'

Turned—Verb, weak, past tense, agreeing with its nominative 'he'.

Out—Adverb, modifying 'turned'.

A—Indefinite article, put before the noun 'fool'.

Fool—Noun, subjective complement of 'turned out.'

Promised—Verb, weak, past tense, agreeing with its nominative 'he'.

False—Adverb modifying 'played.'

Writing—Participial adjective, qualifying the noun 'paper.'

Fishing—Gerund, objective case governed by the preposition 'on' understood.

By—Preposition governing 'this' in the objective case.

This—Pronoun in the objective case governed by the preposition 'by.'

Just—(=exactly) Adverb, modifying 'is'.

Banished—Verb, weak, past tense, imperative mood, agreeing with its nominative 'he.'

Recollect—Verb, weak, present tense, imperative mood, agreeing with its nominative 'you' understood.

Please—Adverb, modifying 'recollect.'

Feet—Noun in the accusative case (see above.)

Alike—Adverb modifying 'treated.'

All—Noun in the nominative case, having for its antecedent 'it.'

One—Noun, completion of the predicate 'will be.'

Or all one—May be taken as the completion of the predicate of 'will be.'

Years—Adverbial accusative of time.

Come what may—verb in the infinitive mood.

Best—Adjective, used as a noun, objective case, object of 'shall do.'

Please—Adverb, modifying the verb 'be quiet.'

Perish--Verb, weak, transitive, active voice, present tense, indicative mood, third person, plural number, agreeing with its subject 'enemies.'

Ran—Verb, strong, intransitive, past tense, indicative mood, plural number, agreeing with its subject 'stream.'

Blood—Noun, used as an adverb, modifying 'ran.'

Thank—Verb, weak, transitive, active voice, indicative mood, present tense, first person, singular number, agreeing with its subject 'I' understood.

A-hunting—(=on hunting), A preposition, governing 'hunting' in the objective case...this is the view of most grammarians).

Hunting—Gerund in the objective case, governed by the preposition 'a'.

But (=except)—preposition governing the infinitive 'to be lived.'

Prosecuting— Participial adjective limiting 'him.'

Travelling—Principal verb agreeing with its nominative 'you '.

Afield—Adverb modifying 'travelling.'

(To) find—Verb in the infinitive mood, depending upon another verb 'are travelling.'

Sound—Adverb modifying 'is' understood. (The sentence when expanded will read thus: whether it is sound or unsound......)

Of—Preposition, governing 'which' understood. (The horse of which you tell me......)

Worth—Adjective taking an adverbial object, to wit, 'fortune.'

Thee (...thyself)—Reflexive pronoun.

Feet—Noun in the accusative case.

High—Adverb, modifying 'stands.'

Himself—Reflexive pronoun.

As—Adverb modifying 'intend.'

As—Adverb modifying another adverb 'fast'.

As—Conjunction joining the two sentences 'you intend to travel as fast' and 'you can.'

Had—Principal verb, past tense, agreeing with its subject 'you'.

Better—Adverb modifying the verb 'had.'

(To) go—Verb in the infinitive mood, depending upon another verb 'had.'

3 o'clock—Noun used as an adjective limiting the noun 'train'.

More—

[Note—The sentence when expanded will read thus: By how much the more by so much the merrier.]

More and **Merrier** are adverbs.

Him—Pronoun, masculine, third person, singular, objective case, object of 'gained.'

Worth—Adjective taking an adverbial object, to wit 'ambition.'

Last—Adjective, limiting some noun, as for example, 'supper' or 'dinner' understood.

Half—Adjective limiting the noun 'loaf'.

Strong—(1) Adjective limiting the noun 'enemy' predicatively.

(2) Or it may be parsed as an adverb modifying 'was'.

As—Preposition governing the noun 'speaker' in the objective case.

Speaking—Participle used absolutely [see supra].

To see—Noun infinitive, nominative case, subject of 'is.'

To Love—Noun infinitive, nominative case, put in apposition with 'to see.'

or

It may be parsed as the subjective complement of 'is'.

Need—Verb, agreeing with its nominative 'you'.

Needs (=of necessity=necessarily)—adverb modifying 'must go'.

Me—Pronoun, objective case governed by the preposition 'for' understood.

Me—This form is used in Poetry (=myself)—reflexive pronoun.

I—Personal pronoun, nominative case, subject of 'do'.

What—Interrogative adjective limiting 'boy'.

A—Indefinite article put before the noun 'boy.'

Foolish—Adjective limiting the noun 'boy.'

Boy—Noun in the vocative case.

So—Demonstrative pronoun.

Please—(let it please or may it please)—the construction is obvious.

In the first case 'please' is a verb in the infinitive mood and in the second case it is a verb having for its subject 'it'.

It—Pronoun in the objective case, object of 'lord'.

Away—Adverb of motion (=go away).

(To) make—Verb in the infinitive mood, depending upon another verb 'has done'.

Said—(No sooner it is said than it is done) verb, past tense, agreeing with its nominative 'it' understood.

Done—Parse as above.

To alarm—Verb in the infinitive mood, depending upon another verb 'had rather die'.

What—Relative pronoun, objective case, object of 'said'.

Hates—Verb, weak, singular number, present tense, indicative mood, agreeing with its nominative 'but' (relative pronoun.)

Ship--Noun in the objective case, governed by the preposition 'of' understood.

To be punished--Direct object of 'like'.

Nothing—Adverb modifying another adverb 'inferior.'

Blows—Verb, strong, transitive, active voice, indicative mood, singular number, agreeing with its subject 'it.'

Gale—Noun, neuter gender, singular number, objective case, object of 'blows.'

Purple—Adverb, modifying 'ran.'

Woe "worth" the day (=woe be to the day.)

Worth—Verb in the subjective mood—a rather peculiar construction.

Out—Adverb of motion (=go out) Shakespearian use.

Into—Preposition, governing the noun 'garden' in the objective case.

Would (= I wish)—Verb, agreeing with its nominative 'I' understood.

Were—Verb in the subjunctive mood, agreeing with its nominative 'I' understood.

Rising—Present participle, subjective complement of 'is'.

Early—Adjective, positive degree, limiting 'rising.'

Rising—Gerund, objective case, governed by the preposition 'on'.

Correct and Incorret.

1

a. His is a name that will endure for ever. *b.* The Union Jack is the flag of the British Empire. *c.* Owing to rain the ground had become wet. *d.* He generally comes at a very late hour. *e.* The rupee is an Indian coin. *f.* The cap that he wore was made of velvet. *g.* He generally puts on very costly coats. *h.* The pencil that you have got

was made in Bavaria. *i.* The clock had just struck nine when he knocked at the door of my house. *j.* I received a footboll from him but it was not in good condition. *k.* Success should be the goal of every person. *l.* The wind blew so hard that many trees were uprooted. *m.* The road that they took stands badly in need of repairs. *n.* It was indeed a great honour for him to have been selected to preside over the deliberations of the Indian National Congress.

2

a. Cowardice is despised by all men.
Abstract qualities do not take the article.

b. The battle was lost through the cowardice of the general.
Here cowardice means cowardly conduct.

c. This table is made of timber.
Material nouns do not take any article excepting when the word means a particular piece or portion.

d. Teak is a wood famous for its hardness.
Wood here means a kind of wood.

e. Rice is the staple food of Bengal.
The word "food" has been particularized by the adjective "staple" and hence requires the definite article.

f. The Indus is the longest river in the Punjab.
Some capital nouns such as the Indus and the Punjab always take the definite article.

g. He is a good poet, but not a Shakespeare.
Here Shakespeare is used as a common noun.

h. The Ramayana was composed by Valmiki.
Some books take the definite article.

i. The Times of India is a very well-conducted paper.
The names of journals and newspapers always take the definite article.

j. Bansi, a boy of our class, is the best runner in the school.

k. Many a man has done the work.

'Many' cannot be used with 'man'. But when 'a' is also used, it is idiomatic.

l. Such a man I have never seen.
A common noun in the singular preceded by the word 'such' always takes the indefinite article.

m. He is an M. A. of the Bombay University.
The use of *a* or *an* depends on the initial sound of the word, not on whether it is a consonant or vowel.

n. What a giant that man is !

o. Rama is a good boy.

p. We seldom see the sun in the rainy season.
The "sun" is always preceded by "the".

q. Krishna is studying Astronomy.
The words which are names of sciences are used generally without an article.

r. I am now deeply engaged in learning physics.
Same as above.

s. The mango is a delicious fruit.
Here "mango" is mentioned as a particular species of fruit and hence the article.

t. To-day the sky is over-clouded.
The word "sky" almost always takes the definite article.

u. He was called goose.

3

a. The correct form of the sentence will be:—
The Captain took with thankful good humour the things which the gods had provided.
(The adverbial clause should come immediately after the verb which it modifies, Placed as they are, the words "with thankful good humour" would suggest that the gods had provided the things with thankful good humour.)

b. The correct from of the sentence will be:—
They attacked the house of Northumberland whom they put to death.

The words "whom they put to death" refer to Northumberland. As the sentence stands, the words refer to Northumberland's house and not to Northumberland

c. The correct from of the sentence will be:—
He repeated the whole poem with perfect accuracy after he had read it only once.
Here the words "with perfect accuracy" refer to "repeated,"and should come after the words "repeated the whole poem" As the sentence stands, it conveys the idea that the whole poem was read only once with perfet accuracy and it was then repeated.

d. The correct form of the sentence will be:—
Our correspondent, riding over the battlefield, saw several soldiers dead
Here the words "riding over the battlefield," refer to the correspondent and should be placed after the words "Our correspondent." As the sentence stands, it possesses an altogether different meaning which moreover is totally unintelligible.

e. The correct form of the sentence will be :—
The half-yearly meeting of the directors.......
Here the word 'meeting' should come after the word 'half-yearly.' As the sentence stands, the idea suggested is not that the meeting is half-yearly but that the directors are half-yearly.

4

a. Dr. Walker, the author of *Physical Chemistry*, is also a great lecturer.

b. Political bigotry is only worse than religious fanaticism.

c. They built a theatre ninety feet long for five hundred people.

d. He blew out his brains with a pistol after bidding his wife farewell.

e. The chair on which he sat cost five rupees.

f. I saw through the window some boys going to school.

g. Sitting near the window, I counted sixty-four carriages in one hour.

(*First Stage*.)

Neither the character nor the conduct of Miss Fitz Jones is imaginary. He ought not to have broken the window. Every member of our families has been away. As neither John nor Thomas is going, let me or you go. There are many occasions in life on which silence and simplicity are true wisdom. The fame of this man and of his actions was noised abroad. Time and tide wait for no man. Patience and diligence, like faith, remove mountains. This dog here is not so fierce, as that one there. Between you and me, I do not trust him. I thought it was he. Jack and Jill are going up the hill. I and Tom Brown are going a-fishing. Jack ought not to tease his little sister. Nothing but vain and foolish pursuits delights some people. A degree of awkwardness and dignity was blended. The support of so many of his relations was a tax upon his industry. One and nineteen make twenty. Who betrayed us? Not I. May I as well as thou be meek and patient. You have as many chances of getting on as they. I am resolved not to give in either at present or in future. They are greater gainers otherwise than by the business. He has not yet worn off his rough manners. He had mistaken his interests and found himself forsaken by all his friends. The run would not have harmed him if he had not fallen. Who brought these flowers? I. They have chosen the best books in the shop. Thou never didst them nor any other persons wrong. Were you there or was it he? Many a Frenchman is to be found in London. Whom did you expect to see here? Him and them we know. Her that is idle and mischievous reprove sharply. He invited me and my brother to see his library. Idleness and ignorance are the parents of many vices. Either James or John has great cause for complaint. We cannot by any means permit you to go. He does not mind what I say. Whatever others do, let them and me act wisely. I shall punish him who committed the offence. Will you take me and Mary for a row? The boy brought some fruit

for me and my sister. By sailing on such a stormy day he ran a great risk. Neither riches nor honour nor any such blessings satisfiied him. Be truthful nor take any thought of falsehood. Doesn't he want any help ? This isn't the right answer to that question. She doesn't mean to work that day. There are a horse and a cow in the paddock. There stand Tom and his brother. The dog lay down and went to sleep on the mat. I saw Jack last night; he gave me a kite. Who is he that is knocking ? I. Thou wert in the wrong. That is he. The horse is lying down in the stable. The baby is lying asleep in the cradle. I cannot tell whom to compare them to.

Exercises In Words.

(First Stage)

1

A couple of partridges. A score of boys. A gross of buttons.

2

Cow, Pig, Mouse, Die, Focus, Bandit, Madam, Axis, Basis, Index, Leaf, Sheaf, Eaves (always plural), Goose, Erratum, Criterion.

3

Days, Flies, Monkeys, Stomachs, Churches, Lives, Fifes, Knives, Radii, Genera, Genii or geniuses, Normans, Frenchmen, Germans, Proofs, Wolves, Chimneys, Bureaus, Cantos, Potatoes, Quartos, Grottos, Beeves, Mischiefs, Commanders-in-Chief, Handkerchiefs, Porticoes, Tobaccoes, Brothers-in-law, Mouthfuls, Folios, Cargoes, Octavoes, Negroes, Staves, (sticks) or staffs (in a military sense), Flags, Brothers or brethren, Pennies or pence.

4

Tenses, Penny, Vortex, Species, Formulae, Datum, Foxes, Oxen, Beau, Thieves, Griefs, Lilies, Soliloquys, Governors-General, Maid-servants, Seraphim.

5

Dog, Ram, Colt, Gander, Lord-in-waiting, Sir, Lad, Horse, Nephew, Hart, Boar, Sloven, Wizard.

6

Actress, Governess, Spectatress, Tailoress, Testatrix, Traitoress, Huntress, Mistress, Songstress, Widow, Tigress, Heroine, Negress, Sultana, Dona, Belle, Countess, Vixen, Goddess, Hostess, Landlady, Hind.

7

Abbess, Girl, Doe, Drake, Duchess, Sir, Bullock, Steer, Bachelor, Marchioness, Monk.

8

Pig, Hog, Fowl, Parent, Deer, Monarch, Sovereign, Sheep, Child.

8(*a*)

Justice', Conscience', Jesus', Moses', James's.

9

Wives', Ladies', Children's, Women's, Sons-in-law's, Germans'.

10

Men's lives, for righteousess' sake, Mary's brothers, the boy's coat, girls' noses, the bookseller's shop, Moses' rod.

11

Good, Far, Far, Late, Little, Much, Near, Out, Bad.

12

Foremore, Later or Latter, Older or elder, Outer.

12 (*a*)

Evilmost, Foremost, Latest or last, Least, Lowest, Most, Next, Southernmost, Topmost.

13

Slier, Sliest; Gayer, Gayest; Holier, Holiest; Lovelier, Loveliest; Happier, Happiest; Thinner, Thinnest; Hotter, Hottest; Redder, Reddest; Wetter, Wettest; More Cruel, Most Cruel; Humbler, Humblest; Abler, Ablest; Nobler, Noblest

14

Fell, fallen; Felled, felled; Flew, flown; Fled, fled; Flowed, flowed; Lay, lain; Laid, laid; Lost, lost; Loosed, loosed; Profi-

ted, profited; Quitted, quitted; Read, read; Led, led; Pleaded, pleaded; Repelled, repelled; Revealed, revealed; Revelled, revelled; Replied, replied; Obeyed, obeyed; Slew, slain; Rid, rid; Rode, ridden; Saw, seen; Sawed, sawn; Sat, sat; Set, set; Sowed, sown; Sewed, sewn; Sped, sped; Heeded, heeded; Won, won; Spun, spun; Pinned, pinned; Stung, stung; Brought, brought; Struck, struck; Stroked, stroked; Strowed, Strown; Strewed, strewed or strewn; Differed, differed; Deferred, deferred; Offered, offered; Conferred, conferred; Stripped, stripped; Galloped, galloped; Hit, hit; United, united; Spat, spat; Slid, slid; Strode, strode; Trod, trodden; Trotted, trotted.

15

Grow, grew; Cleave, clove; Lade, laded; Pent, pent; Shear, shore; Swim, swam; Seek, sought; Beseech, besought; Wind, wound; Wear, wore.

16

a. He was born on Monday last.
He was borne on the shoulders of two men.

b. He died yesterday.
His hands were dyed (coloured) with blood.

c. A lamp was hung from the ceiling
He was hanged for murder.

d. They laid him in his last resting place.
It has lain here for the last two days.

e. You ought to be able to achieve your goal.
Is there aught (anything) that I can do for you?

f. He rode for nearly thirty miles without any break.
They rowed so fast that the boat was almost upset.

g. They waked him up when he was asleep.
He woke up at night to find that thieves had broken into his house.

17

Awoke, awakened; Beat, beat; Began, begun; Bereaved, bereft; Bade, bidden; Blessed, blessed or blest; Broke, broken; Chid, chid or chidden; Climbed, Climbed; Crowed, crowed; Crept, crept; Dared, dared; Dug, dug; Drew, drawn; Dreamed, dreamed or dreamt; Drank, drunk; Dwelt, dwelt; Foretold,

foretold; Forsook, forsaken; Froze, frozen; Girded, girded or girt; Hanged, hanged or hung; Hoved or hove (nautical); Held, held; Knelt, knelt; Leapt, leapt; Mowed, mown; Rived, rived or riven; Saw, seen; Seethed, seethed or sodden; Shot, shot; Sank, sunk; Smote, smitten; Sprang, sprung; Stuck, stuck; Strove, Striven; Swelled, swelled or swollen; Tore, torn; Throve, Thriven, Wove, woven; Worked, worked; Wrote, written.

18

I shall abide by your decison. The forest abounds in tigers. You must account to me for your conduct. I am acquainted with the gentleman. I acquit you of the charge brought against you. They could not agree between themselves on the subject. He was angry with me for doing this. He was annoyed at his failure. Do you approve of my design? He arrived at this place in a boat. I am astonished at this. Avail yourself of this opportunity. He is greatly beloved by his father. He was the best of men. Beware of your enemies. He boasted about his wealth. I can bring down his pride. My health broke down. The meeting broke up. A war broke out. In answering, be careful. I can carry out your plan. I called at his house. He was committed for contempt of court. He compensated me for the trouble I had taken on his behalf. I concur with you in your view. He conferred a favour on me. I congratulate you upon your success. They conspired against the King's life. I am convinced of his innocence. Your conduct is not consistent with your position. I have decided upon this step. He is desirous of fame. I despair of success. He died of thirst. I was disgusted at his foppery. He is disgusted with the world. I cannot dispense with your services. He endeared himself to his people by his kindness. I am enraged at your conduct. He entered upon a new course of life. We entered into an agreement. This lady excels in music. His name is familiar to me. He is very familiar with his master. Cattle feed on grass. They feed me with milk, or They feed me on milk. I furnished the servant with money, and he furnished food to the poor. He is good at arithmetic. The man was the heir to the crown. He was held in respect by all who knew him. I will not hide the truth from you. I am inclined to disbelieve you. I enquired from the shop about the medicine. I am interested in this matter. He is involv-

ed in difficulties. He amassed a large fortune by lending money at great interest. Be mindful of your promise. He is moderate in inflicting punishment. I am in great need of a clerk. He objected to the proposal. I was overcome with shame. The teacher is popular with his students. This is preferable to that. He prevailed on me to go with him This work is not proper for you. I have provided for your wants. He provided against the danger. The trees put on fresh leaves. I put him in mind of his promise. The constable ran towards the thief. He rejoiced at it. I can rely on your word. We are all responsible to God for the gifts he has endowed us with. He robbed me of my clothes. He was not shaken from his purpose. He did it on purpose. You are short of cash. He shut the door against me. I am tired of my journey. I look upon you as my brother. I am troubled with headache. He turned out a good boy. The servant should wait upon his master. Please wait here for me till I am ready. I will wait at your house till you come. It was a foolish act and worthy of the base intriguers. He yielded in the end to my entreaties. In India, English is the language spoken by the ruling class. It is spoken by the higher class of natives in the seats of government. I was accused by him of theft on Monday last. I was charged by him with theft at the police station. I cannot convince you of the truth, for you are in the habit of holding to any opinion you may have formed. I sat in the chair, but he sat on the stool, and she sat herself on the corner of the floor. I am anxious to comply with your request, but you must act conformably to my wishes and discharge with diligence whatever duties may devolve upon you. You must never swerve from truth, nor be guilty of fraud, nor yield in any way to temptation. He apprised me of your intention of seeing me. I am at present overwhelmed with work, but I shall be glad to see you on another occasion. The doctor, alarmed at the dangerous symptoms which the disease indicated thought it necessary to call for the advice of another physician, and accordingly sent for Dr. Turton. He here heard of the peace which had been concluded between England and France. This event deprived him of the help of his French Allies; and he was obliged to agree to a short truce

upon terms by which he promised to supply the garrison with as much food as they should require.

19

Abode, Ability, Abolition, Abundance, Accuracy, Acquittal, Advice, Approval, Assertion, Belief, Bond or binding, Blessing, Birth, Breath, Brevity, Choice, Comparison, Compulsion, Complaint, Compliance, Conference, Confidence, Conquest, Consideration, Constancy, Consumption, Conversation, Conviction, Curiosity, Darling, Deception, Decency, Decision, Depth, Delicacy, Denial, Departure, Desert, Destruction, Distinction, Doing, Enclosure, Endurance, Exposure, Extension, Entirety, Flight, Forfeiture, Freedom, Furniture, Gaiety, Grandness, Grandeur, Growth, Health, Honesty, Humility, Instruction, Intention, Inquiry, Jealousy, Joint, Justice, Knowledge, Laughter, Liability, Loss, Merriment, Movement, Observation, Obstinacy, Occupation, Omission, Patience, Perception, Performance, Perseverance, Persuasion, Poverty, Preference, Prevalence, Procedure, Pronunciation, Prosperity, Proof, Provision, Pursuit, Relief, Remembrance, Requirement, Residence, Resignation, Resolution, Say or saying, Sight, Seizure, Sale, Severity, Simplicity, Song, Slowness, Solemnity, Solitude, Speech, Splendour, Stealth, Sternness, Stroke, Stupidity, Subtlety, Superficiality, Suspicion, Tale, Thrift, Trial, Valour, Variance, Weaving.

20

Accessible, Accidental, Advantageous, Applicable, Artistical, Attentive, Autumnal, Beneficial, Bountiful, Brazen, Brotherly, Fraternal, Burdensome, Clerical, Costly, Covetous, Creditable, Customary, Daily, Deceitful, Disastrous, Divisional, Economical, Emphatic, Imperial, Inimical, Erroneous, Excessive, Fabulous, Familiar, Faulty, Fauourable, Festive, Fictitious, Fiery, Formal, Friendly, Gainful, Gigantic, Gifted, Globular, Graceful, Inventive, Jocular, Joycus, Laughable, Legal, Leprous, Living, Lustrous, Marvellous, Metallic, Mischievous, Momentous, Offensive, Original, Partial, Popular, Perceptive, Persuasive, Picturesque, Piteous, Pleasant, Precipitous, Precious, Queenly, Remedial, Requisite, Revengeful, Ruling, Satisfactory, Scholastic, Scrupulous, Serviceable, Shadowy, Silken, Social, Sympathetic, Talkative, Temperate, Tempes-

tuous, Terrible, Toilsome, Trifling, Tyrannous, Valuable, Vain, Vocal, Warlike, Wealthy, Wintry, Wrathful.

21

Woman, Brother, Moon, Hand, Mother, Greed, Eye, Shepherd, Father, Money, King, Village, Sun.

Enable, Advise, Alienate, Bathe, Beautify, Embitter, Blacken, Bleed, Embolden, Abbreviate, Broaden, Centre, Ascertain, Characterise, Chain or unchain, Classify, Clothe, Accompany, Encourage, Endanger, Deafen, Endear, Deepen, Drop, Estimate, Exceed, Exemplify, Familiarize, Inflame, Flatten, Befriend, Fructify, Fill, Gladden, Glaze, Gild, Graze, Habituate, Handle, Enjoy, Justify, Kneel, Knit, Liberate, Enlighten, Light, Lengthen, Magnify, Moisten, Necessitate, Pacify, Impoverish, Empower, Practise, Imprison, Publish, Quicken, Regulate, Enrich, Sadden, Sell, Enshrine, Enslave, Ensnare, Soften, Estrange, Strengthen, Substantiate, Succeed, Sweeten, Sympathise, Terrorize, Entitle, Unify, Evaporate, Whiten.

22

The Nile fertilizes the valley. They strengthened the fort. They legalized the practice. They published the news. They purified the sugar. They enriched me. They impoverished him. They imprisoned him.

23

Armlet, Bullock, Kitten, Chicken, Coronet, Darling, Duckling, Eaglet, Eyelet, Gosling, Hillock, Lambkin, Lancet, Maiden, Manikin, Owlet, Particle, Pillow, Ringlet, Rivulet, Shade, Streamlet, Cygnet, Thimble, Turret, Vesicle.

24

Never, Modern, Detach, Fertile, Ugly, Narrow, Discomfort, Reveal, Discord, Diffident, Bravery, Discourage, Disfavour, Remember, Unfortunate, Misfortune, Backward, Enemy, Misery, Soft, Dishonour, Despair, Exterior, Senior, Unjust, Ignorance, Illegible, Borrow, Darkness, Hate, Dismantle, Demerit, Unable, Censure, Subsequent, Adversity, Prudent, Punishment, Mostly, Dull, Deep, Dissimilar, Rough, Failure, Permanent, False, Disuse, Vice, Civilised, Unworthy.

25

The book does not belong to me. He was accused of theft. I am ignorant of this. This is preferable to that. I cannot bear your treatment. I need a pen. The forest abounds in tigers. He was of great service to me. He laughed at me. I was robbed of my watch.

26

We came. Writing paper. Her beauty is indescribable. We did it simultaneously. Do not expect to pass unless you work hard. No one knows whether he will be a corpse in an hour. This is something that is unbelievable. Illegible handwriting. A timid man. A fatal wound. A manuscript document.

(Second Stage.)

1

An *array* of soldiers or a *regiment* of soldiers. A *troop* of cavalry. A *gang* of robbers. *Jury*. *Legislators*. A *bench* of Judges. A *team* of Cricketers. A *bunch* of flowers. *Audience* A *fleet* of ships. A *flight* of birds. A *swarm* of bees. A *cluster* of trees.

1. Who will be responsible for this *waste* of money? Many a flower *wastes* its sweetness on the desert air.
2. The *drive* to the Zoological gardens was refreshing. *Drive* out these melancholy thoughts from your mind.
3. His army included several thousands of new *recruits* (*i. e* newly-enlisted soldiers). I intend going to Mahableshwar to *recruit* my health
4. The slightest *sound* is enough to disturb him. The Captain ordered the sailor to *sound* the depth of the sea.
5. He was suffering from the pangs of *thirst*. They were *thirsting* for the blood of their enemy.
6. The *Lay of the Last Minstrel* is indeed a beautiful poem. He *lay* there completely exhausted.

7. I am in a *fix* (*i. e.* great difficulty).
Let us *fix* a day for the engagement.
8. I have no *interest* in this matter.
He was very much *interested* in that young man.
9. The policeman loosened his hold of the thief.
You must not *hold* the glass so tight.
10. This was a very clever *move* on his part.
Kindly *move* a little.
11. *Hunger* drives men to the commission of crimes.
The starving man *hungers* for food (shows an eager desire.)
12. The *din* (loud and continued noise) was so great that it was extremely difficult to hear any one.
His wife kept *dinning* into his ears about their extreme poverty.
13. In the fight that ensued he received a very bad *cut*.
The naughty boy *cut* his finger with his knife.
14. On the occasion of his birthday he gave us a splendid *feast*.
I like to *feast* my eyes upon such a scenery.
15. Flatterers always pay *court* to wealthy persons.
The King's daughter was *courted* by many famous princes.
16. Sometimes poverty is a *bar* to distinction.
He tried to *bar* my way, but could not succeed.
17. The *shield* that we saw is one of those which were so common during the Middle Ages.
He did his level best *to shield* the guilty man from punishment.
18. He committed the crime on the *spur* of the moment.
This is sure to *spur* (goad) him on to fresh efforts.
19. There is a *stand* for carriages near the Boulton Market.
I took my *stand* on a high rock.
I cannot *stand* this horrible noise.
Allahabad *stands* on the river Jumna.

20. He has a very polished *address*.
I have *addressed* a letter to him.
21. I have eaten his *salt* and therefore cannot leave him.
The meat has been *salted*.
22. Do not attempt anything which is beyond your *reach*.
I shall try to *reach* Hyderabad to-morrow.
23. The troops have left the *front*.
All difficulties must be *fronted* and overcome.
24. It is no use attempting to throw *dust* in my eyes (*i. e.*, trying to deceive me).
You must *dust* this room every morning.
25. You must not cross that *line*.
The captain ordered his men to *line* up.
26. The *issue* is indeed a very simple one and should not take long to decide.
I saw a dense column of smoke *issuing* from that house.
27. Will you give me a *lift* in your carriage ?
He is able to *lift* very heavy weights.
28. Is this a *fable* or something which has really taken place ?
Hatim Tai was *fabled* for his generosity.
29. It is a *drop* of nearly sixty feet (*i. e.*, fall).
As soon as he saw him he *dropped* the thing which he had in his hands and took to his heels.
30. Our host gave us a hearty *cheer*.
They *cheere*d him.
31. How much do you pay for your *board* (*i. e.*, food) ?
The English sailors tried to *board* the Spanish ships.
You must not *board* a tramcar when it is in motion.
32. The offence took place within his *beat* (area over which one has jurisdiction).

How cruel of you to *beat* your child in this fashion?

33. From the top of the hill one could command a beautiful *view* of the surrounding country.
You are at liberty *to view* the goods before purchasing them.

34. Keep a strict *watch* over his movements.
You must *watch* him, otherwise there is likelihood of his running away.

35. I do not know what is in *store* for me.
You must *store* your goods carefully.

36. He is a very kind *master*.
It is a pity that very few Indians ever attempt to *master* their vernaculars.

37. You had given me a wrong *number*, hence the delay.
Candidates are required to *number* their pages.

38. He made him a very low *bow*.
He *bowed* to him in a very servile manner.

3

1. The beautiful damsel was dressed in *white*. Milk is *white*.

2. No *mortal* can help him at this stage.
He has received a *mortal* wound.

3. The *natives* of India are generally of a dark complexion.
My *native* land ! With all thy faults I love thee still.

4. The English *fleet* is the most powerful fleet in the whole world
He has a very *fleet* horse.

5. We have one *daily* and two *weeklies* in our town.
The Amrita Bazar Patrika is a *daily* paper, but *weekly* editions of this paper are also issued.

6. Priests and *divines* should be entirely devoted to the service of God.
To err is human; to forgive *divine*. The ancient sages were seers of *divine* truths.

7. The brave alone deserve the *fair*.
Her complexion is very *fair*.
8. His remains were consigned to the *deep*.
This is a very *deep* well.
9. I saw several cows grazing on the *Common*.
He lacks *common* sense.
10. I saw a fawn playing on the *green*.
Grass is *green*.
11. You must collect my *dues* by the end of this month.
The boat has arrived in *due* time.
12. He is a *Frank* (a native of Western Europe).
The prisoner made a *frank* confession.
13. Delhi is the *Capital* of India.
Akbar discouraged *Capital* punishment. Nagpur is a *capital* town.
14. This was a mere *blind* to throw him off his guard.
He drew up the *blinds* of the window (*i.e.*, screens).
There is a *blind* man at the gate.
15. I always prefer *summer* to winter.
To-day we have *summer* weather.
16. He is a very able *general*.
His *general* behaviour is far from satisfactory.

5

Animalcule, Youngling, Thimble, Rootlet, Weakling, Turret, Streamlet, Statuette, Seedling, Satchel, Rivulet, Poetaster, Pipkin, Pilule, Particle, Packet, Leaflet, Lancet, Lambkin, Islet, Icicle, Anklet, Armlet, Ballet or ballot, Baronet, Birdie, Booklet, Brooklet, Cigarette, Coronet, Doggy, Damsel, Darling, Duckling, Eaglet, Eyelet, Globule, Gosling, Hillock, Hamlet.

Inaudible (voice), Illegible (handwriting), Incredible (story), Audience, Unanimously, Simultaneously, Emigrat,e Autobiography, Inflammable, Irreparable (loss), Incombustible (substance), Indivisible (factor), Indefatigable (worker), Impracticable (project), Effeminate, Insolvent, Eligible, Irritable, Illegal, A philanthropist, A linguist, A widow, A posthumous child, A dead letter, A dead language, An anonymous letter, A

maiden speech, Illiterate, Transparent, Opaque, Aquatic animals, Carnivorous animals, Cannibals, A drawn battle, A panacea, Patricide, Matricide, Suicide, Regicide, Fratricide, Unintelligible, Invincible (hero), Inaccessible (fortress).

A lion roars. A peacok screams. A bee hums. Flies buzz. A dog barks. A jackal howls. A snake hisses. A lark sings. A cat mews or purrs. An ass brays. A horse neighs. A monkey chatters. A mouse squeaks. A bull bellows. An elephant trumpets. A bear growls. A tiger growls. A wolf howls or yells. The cattle low. A cock crows. A raven croaks. A dove coos. V pig grunts. A frog croaks. A parrot talks. An owl screams or hoots.A sparrow twitters or chirps.

Duckling, Fawn. Kid, Tadpole, Puppy, Kitten, Chicken, Lamb, Colt or filly, Whelp, Cub.

Flow, Dethrone, Debtor, Savage, Descend, Departure, Passive, Accept, Reveal, Wax, Defeat, Disbelieve, Irregular, Dislike, Nonsense, Frown, Export, Exhale, Interior, Secular, Pessimist, Pride, Plenty, Superior, Comedy, Freedom, Include, Knowledge, Minority, Maximum, Thrifty, Real.

1. **Yoke**:—Bondage. The Rajput prince struggled hard to throw off the Mogul yoke.

   Yolk:—The yellow of the egg. The yolk of the egg is very nourishing.

2. **Teem**:—To be full of. Indian forests teem with wild animals.

   Team:—A company. There will be a cricket match between the Coronation Club and the Gymkhana team.

3. **Principle**.—A rule, maxim. You must never depart from your principles.

   Principal.—Chief. Agriculture is the principal occupation of the people of India. He is the Principal of this College.

4. **Prescribe**:—To give directions. This book is prescribed for the Matriculation Examination. The doctor prescribed the medicine for me.

Proscribe:—To prohibit. The book has been proscribed by the Government on the ground that it is seditious.

5. **Precedent**:—A previous parallel case. He quoted several precedents for the step that he took.

President:—One who presides. He was the first president of the French Republic.

6. **Persecute**:—To harass. The Roman Catholics were persecuted on account of their religious beliefs.

Prosecute:—To proceed against judicially. He was prosecuted for sedition.

7. **Martial**:—Warlike. The Rajputs were a martial race. Martial law was declared in the Punjab.

Marshall:—To arrange in order. The troops were marshalled in battle array.

8. **Humane**:—Kind, generous. The laws of war are more humane in modern times. He was accorded a humane treatment.

Human:—Relating to man. He has a very keen insight into human character. To err is human.

9. **Ingenious**:—Skiful. This is really a very ingenious contrivance. His reply was very ingenious.

Ingenuous:—Frank. The prisoner made an ingenuous confession of his guilt.

10. **Lightning**:—He was struck down by lightning.
Lightening:—Making light He appealed to him for lightening the burden upon the poor beast.

11. **Horde**:—A wandering tribe. India was repeatedly invaded by Moslem hordes.

Hoard:—Store. He is hoarding money like a miser.

12. **Loath**:—Unwilling. I am loath to let this man escape.

Loathe:—Despise. I lothe flattery of great men.

13. **Illicit**:—Unlawful. Illicit production of liquor is made punishable by the state.

Elicit:—To draw out. He elicited many important facts from him.

14. **Emigrant**:—One who leaves one's country and goes to live elsewhere. Some of the Indian emigrants have settled in the new colony of Kenya.

Immigrant:—A person living in the country to which he has emigrated. For instance, if a person leaves India, and goes and settles in Canada, he would be spoken of in India as an emigrant and in Canada as an immigrant. In South Africa the Indian immigrants do not enjoy the same rights and privileges as the South Africans.

15. **Eminent**:—Noted, great. He is one of the eminent personages of this town.

Imminent:—Near at hand; impending. He was in imminent danger of being drowned.

16. **Eruption**:—The bursting forth On several occasions the town of Massena has been destroyed by sudden volcanic eruptions.

Irruption:—A sudden invasion. The country was in ruins on account of repeated irruptions of Scythian hordes.

17. **Funeral**:—Burial. He was accorded a grand funeral.

Funereal:—Grave, dismal. Nature assumes a funereal aspect in winter.

18. **Draft**:—A rough sketch. Run your eye down the draft of this letter and see if there is anything wrong.

Draught:—The quantity drunk at a time. He took a deep draught of water.

Drought:—Want of rain. The drought has affected the harvest this year.

19. **Descent**:—Coming downwards. The descent of a mountain is less wearisome than the ascent.

Dissent:—Disagreement There were murmurs of dissent when the meeting was concluded.

20. **Defer**:—To delay; to postpone. I have deferred my departure until Wednesday next. We must defer to the wishes of our elders (*i. e.* have a respect for).

Differ:—Disagree. I differ from you on this point.

21. **Dieased**:—Affected with disease. He nursed his diseased friend with great care.

Deceased:—Dead. The deceased gentleman had been sailing for a long time.

22. **Corporal**:—Of the body (corpus). Corporal punishment should be discouraged as far as possible.

Corporeal:— Having a body; material. Angels are not corporeal beings. The offence of criminal breach of trust can be committed only in respect of corporeal things.

23. **Counsel**:—Advice. He gave me very bad counsel.

Counsel:—A barrister. Counse for the accused called upon the jury to acquit his client.

24. **Defy**:—To challenge. I defy you to do your worst.

Deify:—To worship as a deity. Thomas Becket was after his death deified by the priests.

25. **Corpse**:—A dead body. The entire battlefield was covered with the corpses of dead soldiers.

Corps:—A division of any army. During the early stages of the war he commanded an army corps in Northern France.

26. **Site**:—Position. The site of the new Eye Hospital has been approved by the Local Government.

Cite:—Narrate, relate. He cited one or two precedents in his favour.

27 **Compliment**:—Regards Give my compliments to your brother

Complement:—That which makes up. The steamer carried its full complement of passengers.

28. **Canvass**:—To seek. He has been canvassing votes for his friends.

Canvas:–The sails of a ship are made of canvas.

29. **Causal**:—Denoting cause. There is no causal connection between day and night.

Casual:—Accidental, occasional. Casual leave has been granted to him. This matter cannot escape the notice of even a casual observer.

30. **Symmetry**:—Harmony, due proportion. The symmetry of her features is charming.

Cemetery:—A burial place. This is one of the best cemeteries I have seen.

31. **Adopt**:—To have recourse to. I shall adopt your method as it is a good one.

Adapt:—To fit or suit. The School Leaving Course in English Composition and Grammar is adapted to the needs of the Matriculation and S. L. C. candidates.

Adept:—One who is proficient in any thing. He is an adept in the art of duelling.

32. **Ascent**:—Going upwards. The ascent of the Himalayas is no easy. task.

Assent:—Consent. I gave my assent to the proposal.

33. **Essay**:—A written composition. He got a prize for the best essay on that subject.

Assay:--To make an effort. He thrice assayed to speak.

34. **Alter**:—Change. The river Indus has several times altered its course.

    Altar: –A place for offerings. The pilgrim bowed before the altar.

35. **Effect**:—Accomplish. I shall effect my purpose with his aid.

    Affect:—To act upon or to pretend. The shock that he received has affected his nerves. He affected madness.

36. **Excess**:—Superabundance. Excess in every thing is bad.

    Access:—Admittance. Access to the palace is rather a difficult matter.

37. **Ought**:—You ought to be able to understand this simple problem.

    Aught:—Anything. Is there aught that I can do for you.

38. This *bale* contains piecegoods.
    He stood *bail* for him (security).

39. *Beer* is a great favourite amongst the lower orders in England.

    She mounted the funeral *bier* of her husband and in a short time was reduced to a heap of ashes.

40. This boat has been *hewn* (cut) out of the trunk of a tree.
    Her complexion is of a dark *hue* (colour).

41. *Practice* makes a man perfect.
    You must *practise* daily if you want to acquire skill

42 He is the *sole* (only) agent here. The *soles* of his feet were blistering on account of the burning sand.
   Soul force is immeasurably greater than brute force. May his *soul* rest in peace ! The population of this village consists of 500 *souls*.

43. This shirt is made of *coarse* cloth.
The only *course* open to them was to push on.

44. The *cession* (a yielding up) of a part of the territory to the Government of India is announced in the Government of India Gazette.

The college is in *session*. The session lasted for three days. *Session*:—The sitting of a Court or public body: the time it sits.

45. I have just received a telegram that Mr.—is *dying*.
Washing and *dyeing* (colouring) is done here on uptodate lines.

46. He has received a *ghastly* wound (*i e*, hideous)
In his dream he saw the *ghostly* (pertaining to apparitions) form of his late friend.

47. He is a man of *loose* morals (an immoral person).
I had no *loose* cash at that time.

You have nothing to *lose* and everything to go in by following my advice.

48. This coat is made of the *fur* (skin) of the white bear.
This is a *fir* tree (A tree noted for its valuable timber)

49. This *cask* contains ale. (*Cask*:—A hollow round vessel for holding liquor).

The *casque* (helmet) that we saw was made of steel.

50. The lamp was suspended from the *ceiling* (roof.)
While they were on the island they often went out *sealing* (catching seal.)

51. *Reck*:—To care for. He *recks* not for his frowns.
You will *wreck* your career (ruin, destroy) if you go on in this way.

52. The *seed* of that tree is very costly.
He *ceded* to him all his territory.

53. The water came up to his *waist*.
Waste should be discouraged while economy should be encouraged.

54. Every Sunday the villagers come to the town to sell their *wares*. (Merchandise, goods.)
You should make due allowance for the *wear* and tear of the articles which I have bought from you.

55. The beggar craved *admittance* (permission to enter).
I could not get *admission* (entrance) into the school.

56. He comes to see me on *alternate* days (*i. e.*, every other day).
He was given the *alternative* of paying a fine of one hundred rupees. (*Alternative* :—A choice between two things so that if one is taken the other must be left out.)

57. I am not quite sure about the *aptness* (appropriateness, fitness) of this word.
He displays a rare *aptitude* (ability) for historical studies.

58. Early rising is *beneficial* to health. (*Beneficial*:—advantageous, useful).
A *beneficent* master wins the affection of his servant. (*Beneficent* :—doing good).

59. I am *conscious* (aware) of my shortcomings.
He is a *conscientious* man (acting according to his conscience.)

60. **Considerate** :—Thoughtful, Mindful of the feelings of others. He is always considerate in his remarks.
He spent a *considerable* sum of money upon the education of his children. It was a *considerable* village.
Considerable :—Moderately large.

61. **Contemptuous** :—Full of contempt. He spoke of him in the most contemptuous manner.
Contemptible :—Deserving contempt. His conduct is simply contemptible.

62. **Dependency**:—A subject colony. India used to be a dependency of Great Britain, but now its position is that of a partner in the British Empire.

Dependance :—Reliance. The late war brought home to us our total dependence upon the foreign producer.

63. He *incited* his followers to violence.
When he received this news he was greatly *excited*.

64. **Exposure** :—Laying bare or open. She was punished for causing the death of her child by exposure.

Exposition :—Explanation. His exposition of the subject was very lucid.

65. He has a very *imaginative* mind (contemplative, given to imagination).
We often suffer from *imaginary* evils (fancied, unreal).

66. His manners are a bit *imperious* (haughty).
An *imperial* (pertaining to an empire or emperor) salute consists of 101 guns.

67. I have received *intimation* (notice) from my landlord to quit the premises.

They were on terms of close *intimacy* with each other (close familiarity.)

68. You have made a *judicious* (wise, prudent) choice of books
A *judicial* (pertaining to courts of justice) inquiry is being made into their grievances.

69. Rich men are often *luxurious* (given to luxury).
This tree has a very *luxuriant* (rich in growth, abundant) growth.

70. At such a *juncture* (criticial time) everybody should think of his own skin.

I met him near the *junction* of Bunder Road and McLeod Road,

Offence, Turn, Falsehood, falsity. Magnification, Grandeur, Loan.

14

Solar, Lunar, Kittenish, Bearish, Inky, Newsy, Canine, Attendant, Ovine or sheepish, Goatish, Leonine, Girlish, Snakelike, Snaky, Womanish, Snowy, Rainy, Birdlike, Wolfish, Bookish, Piscatory, Tigerish, Stealthy, Wondrous, Wonderful.

15

Moralize, Satisfy, Gild, Impoverish, Enrich, Entrain, Sermonise, Electrify, Graze, Triangulate, Enpurple, Codify, Whiten.

16

i. A-bed, a-shore, a-foot, a-wake; bystander, by-path, forbid, forbear, forget, forwear, ; foretell, foresight, foreword; forthcoming, forthgoing, forthwith, forthright; inborn, inside, insight; enlighten, enrage, entrap, ensnare; embiter, embalm, embank, embase; mistake, misdeed, mis-adventnre; offspring, offshoot, offhand; outbreak, outside, outrun, outshine; overhang, overflow, overhold, overdo; untrue, unbroken, unrest, unseat; undersell, underlie, underestimate, underground; withdrawn, withstand, withhold.

ii. Avert, averse: abuse, absurd, abstract, abstain, abscond; anteroom, antedate; benefit, benediction; bi-ped, bi-weekly; conceive, contrive; compose, compact; circumstances, circumference; coincide, co-heir; contradict, contraband; countersign, counterpoise; dethrone, depose; demigod, demidevil, demidistance; discord, disunion; expel, excommunicate, exposed; extravagant; extraordinary; invade, include, intrude ; immense, immerse; indecent, incapable; immoral improper ; introduce, introspect ; malcontent, malpractice, malnutrition ; malicious, malignant ; mischief, misconduct, misanthrope ; nonsense, non-user, non-violence ; obstruct, observe ; omni.

present, omniscient; postscript, postmortem, postgraduate ; precaution, predestination, prepossession; produce, promise; refund, redeem, return ; retrograde, retrospective ; separate, secede ; semicolon, semicircle ; subject, submit, subtract ; superficial, superman, supernatural ; surpass, surcharge ; surreptitious ; triangle, trio; uniform, unanimous, universal ; viceroy, vice-president, vice-principal.

iii. Apathy, amnesty ; anarchy, anachronism ; antagonist, antipathy, anti-type ; archbishop, archangel ; automatic. autobiography ; diarchy, dipthong ; diameter, diatribe, diagonal ; epitaph, epigram, epicurean ; exodus, exotic ; hemi-sphere, hemestich ; heptagon hept-archy ; heterodoxy, hetero-genous; hexameter, hexagon; hyperbole, hypercritic; metaphor, metaphysics; monarch, monopoly; parasite, paradox, paragon; pentameter, pentagon; philosophy, philanthropy; polygamy, polygon; programme, prognosticate; synonym, syntax; sympathy, symmetry; tripod, trisyllable.

17

i. Gardener, labourer; sluggard, drunkard; kingdom, rascaldom, officialdom; manhood, hardihood, brotherhood; lambkin, thumbkin; streamlet, rivulet; duckling, gosling; mildness, kindness; kingship, horsemanship; steadfast, breakfast; manifold, twofold; sleepish, reddish, sweetish; fearless, dauntless, powerless; manly, cowardly; gladsome, wholesome, quarrelsome; otherwise, likewise; captivate, elevate, estimate; broaden, widen, lengthen; modify, pacify, codify; systematize, acclimatize, regularize.

ii. Eatable, capable; terrible, sensible; carnage, bondage; engineer, profiteer; examinee, payee, addressee; metallic, terrific; barbarism, incendiarism, Hinduism; artist, cartoonist, moralist; pavement, engagement; cookery, butchery; pensive, captive, sensitive, costive; verbose, morose; glorious, victorious.

18

Indian, Bengalee, Madrasee, Bombayite, Rajput, Chinese, Ceylonese, Tibetan, Arabian, Welsh, Burmese, Himalayan, Gangetic, Egyptian, Turkish, English, Swiss, French, Scottish, Greek, Grecian, Kashmeree, Persian, Roman, Precious, Chalky, Eastern, Manual, Scholarly, Hearty, Sleepy, Dutiful, Bodily, Corporal, Vicious.

Analysis Of Sentences.

(First Stage.)

1. A compound sentence.

(*a*) A glorious city thou shalt build,—Principal clause.

Subject	Predicate	Object
Thou	shalt build	a glorious city.

(*b*) And (thou shalt) name it by thy name—
Principal clause co-ordinate to (*a*).

Connective	Subject	Predicate	Object	Extension of Predicate.
And	(thou)	(shalt) name	it	by thy name.

2. Simple sentence.

(*a*) Needlessly irritated through this misunderstanding: Enlargement of Subject.

Subject	Predicate	Object	Objective complement.
He	dealt	my brother	a violent blow.

3. Simple sentence.

Subject	Predicate	Extension of Predicate
No place	is	'there', and 'like home'.

4. Simple sentence.

Subject	Predicate	Extension of Predicate
To err	is	human.

5. A complex sentence.

(*a*) He had found love in huts—Principal clause.

Subject	Predicate	Object	Extension of Predicate
He	had found	love	in huts.

(b) where poor men live—Adjectival clause qualifying 'huts' in (a)

Subject	Predicate	Extension of Predicate
poor men	live	where

6. Complex sentence.

(a) To make a revolution......Principal clause.

Subject	Predicate	Complement	Extension of Predicate
To make a revolution.	is	the nature of the sun	because of the necessary course.

(b) Which......ordained it,—Adjectival clause qualifying 'course' in (b).

Subject	Predicate	Object	Objective Complement.
God	hath ordained	'it'	'which'.

7. Simple sentence.

Subject	Predicate	Object
Slandering a prince	deserves	sharp punishment.

8 Simple sentence.

Subject	Predicate	Object
The Jury	did pronounce	what verdict.

9. A mixed sentence.

(a) I am alone the villain of the earth.—Principal clause.

Subject	Predicate	Extension of Predicate	Complement
I	am	alone	the villain of the earth

(b) And (I) feel—Another Principal clause co-ordinate to (a).

Connective	Subject	Predicate
And	I	feel.

(c) (that) I am so most—noun clause object of 'feel' in (b).

Connective	Subject	Predicate	Extension of Predicate
that	I	am	so most.

10. Complex sentence.

(*a*) The Ettrick shepherd was my guide—Principal clause.

Subject	Predicate	Complement
The Ettrick shepherd	was	my guide.

(*b*) When......valley,—Adverbial clause modifying 'was' in (*a*).

Connective	Subject	Enlargement of Subject	Predicate	Object with extension
when	I	descending from the moorland	saw	the stream of Yarrow valley.

11. Compound sentence.

(*a*) This he did, spreading his garments—Principal clause.

Subject	Predicate	Enlargement of Subject	Object
he	did	spreading his garments	this

(*b*) (And) he commanded the boy to speak—another clause co-ordinate with (*a*).

Connective	Subject	Predicate	Extension of Predicate	Object
and	he	commanded	to speak	the boy

12. Complex sentence.

(*a*) No meat eats so sweet as that—Principal clause.

Subject	Predicate	Extension of Predicate
No meat	eats	so sweet as that.

(*b*) for which we do not pay—Adjectival clause qualifying 'that' in (a).

Subject	Predicate	Object
we	do not pay for	which

13. Complex sentence.

(*a*) The moon takes up the wondrous tale—Principal clause.

Subject	Predicate	Object	Extension of Predicate
The moon	takes up	the wondrous tale	soon.

(*b*) A............prevail—adverbial clause modifying (as) in (*a*) understood.

14. Complex sentence.

(*a*) Breathes......dead—Principal clause.

Subject	Enlargement of Subject	Predicate with Extension
aman	with soul so dead	breathes there.

(*b*) Who never to himself hath said—adjectival clause qualifying (man) in (*a*).

Subject	Predicate with extension
who	never to himself hath said.

(*c*) "This......land"—noun clause object of "hath said" in (*b*).

Subject	Predicate	Complement
this	is	my......land.

15. Complex sentence.

(*a*) The swallow stopped—Principal clause.

Subject	Predicate
the swallow.	stopped

(*b*) as he hunted the bee—Adverbial clause modifying 'stopped' in (*a*).

Connective	Subject	Predicate	Object
as	he	hunted	the bee.

16. Compound sentence.

(*a*) The thirsty earth soaks up the rain—Principal clause.

Subject	Predicate	Object
the thirsty earth	soaks up	the rain.

(*b*) And drinks—another clause coordinate with (*a*).

Connective	Subject	Predicate
and	(the earth)	drinks

(*c*) And gapes for drink again—another clause co-ordinate with (*b*).

Connective	Subject	Predicate with Extension
and	(the earth)	gapes for drink again.

17. Compound sentence.

(*a*) The plants suck in the earth—Principal clause.

Subject	Predicate with Extension
The plants	suck in the earth.

(*b*) And are with constant drinking fresh and fair. Another clause co-ordinate with (*a*).

Connective	Subject	Predicate	Complement
And	(the plants)	are	fresh and fair with constant drinking.

18. Complex sentence.

(*a*) You might......man—Principal clause

Subject	Predicate	Object with enlargement.
you	might realise	something of......man.

(*b*) If......powers—Adverbial clause modifying 'might realise' in (*a*).

Connective	Subject	Predicate with Extension.	Object with Enlargement.
if	you	could for a moment imagine	yourself a king ......powers.

19. Complex sentence.

(*a*) (You) Call me—Principal clause.

Subject	Predicate	Object
you	call	me.

(*b*) What you will—Noun clause object of 'call' in (*a*).

Subject	Predicate	Object
you	will	what

20. Complex sentence.

(*a*) How happy......taught—Principal clause.

Subject	Predicate	Extension of Predicate.
he	born and taught	how happy.

(*b*) That......will—Adjective clause qualifying 'he' in (*a*).

21. Complex sentence.

(*a*) Upon......see—Principal clause.

Subject	Predicate	Extention of Predicate.
(you)	see	upon......now.

(*b*) Where......bleeds—Adverbial clause modifying 'see' in (*a*).

Subject	Predicate	Extension of Predicate.
the victor-victim	bleeds	where.

22. Compound sentence.

(*a*) Only......smell sweet—Principal clause.

Subject with Enlargement	Predicate with Extension.
Only......just.	smell sweet.

(*b*) And (only.....just) blossom in their dust—Another clause co-ordinate with the first.

Connective	Subject	Predicate with extension
and	(only......just)	blossom in their dust.

23. Complex sentence.

(*a*) Bruce began to suspect—Principal clause.

Subject	Predicate
Bruce	began to suspect.

(*b*) Who looked sharply at him,—Adjectival clause qualifying 'Bruce' in (*a*).

Subject	Predicate with Extension.
who	looked—him

(*c*) That the ruffian guessed—Noun clause object of 'began to suspect' in (*a*).

Connective	Subject	Predicate
that	ruffian	guessed.

(*d*) Who he was—Noun clause object of 'guessed' in (*c*).

Subject	Predicate	Complement
he	was	who

24. Complex sentence.

(*a*) The fact has been established beyond doubt—Principal clause.

Subject	Predicate	Extension of Predicate.
the fact	has been established	beyond doubt.

(*b*) That he was absent—Noun clause put in apposition with 'fact' in (*a*).

Connective	Subject	Predicate
that	he	was absent

25. Complex sentence.

(*a*) Lives......us—Principal clause.

Subject	Predicate	Object
lives of great men all	remind	us

(*b*) (That) we can make......sublime—Noun clause object of 'remind' in (*a*)

Connective	Subject	Predicate	Extension of Predicate	Object
(that)	we	can make	sublime	our lives.

26. Complex sentence.

(*a*) He doth grievous wrong—Principal clause.

Subject	Predicate	Object
he	doth	grievous wrong.

(*b*) That only rules by terror—Noun clause put in opposition with 'he' in (*a*).

Subject	Predicate with Extension
that	only rules by terror

27. Complex sentence.

(*a*) It is the eye of childhood—Principal clause.

Subject	Predicate	Complement
it	is	the eye of childhood.

(*b*) That fears a painted devil – noun clause put in apposition with 'it' in (*a*).

Subject.	Predicate.	Object.
that	fear	a painted devil

28. Complex sentence.

(*a*) (you) say not—Pıincipal clause.

Subject	Predicate
you	say not

(*b*) (that) the struggle nought availeth—Noun clause object of 'say not' in (*a*).

Connective	Subject	Predicate
that	the struggle	not availeth

29. Compound sentence.

(*a*) Stone walls.........make—Principal clause.

Subject	Predicate	Object
stone walls	do not make	a prison

(*b*) Nor (and not) iron bars (make) a cage—another clause coordinate with (*a*).

Subject	Predicate	Object
iron bars	nor (make)	a cage

30. (*a*) I should say—Principal clause (parenthetical.)

Subject	Predicate
I	should say

(*b*) (That) the greatest of faults to be conscious of none—Principal clause in apposition with (*a*).

Subject	Predicate	Complement
the greatest of faults	is	to be conscious of none

31. Complex sentence.

(*a*) We trust—Principal clause.

Subject	Predicate
we	trust

(*b*) That......ill.—Noun clause object of (trust) in (*a*).

Connective	Subject	Predicate	Extension of Predicate	Object with enlargement
that	good	will be	somehow	the final goal of ill.

32. Complex sentence.

(*a*) He makes no friend—Principal clause.

Subject	Predicate	Object with enlargement.
he	makes	no friend

(*b*) Who never made a foe- Adj. clause qualifying the' in (*a*).

Subject	Predicate with Extension.	Object
who	never made	a foe

33. Simple sentence.

Subject	Predicate	Complement	Enlargement of Subject
it	is	enough	to work and die.

34. Complex sentence.

(*a*) Those must often wipe a bloody nose—Principal clause.

Subject	Predicate	Extension of Predicate	Object with Enlargement.
those	must wipe	often	a bloody nose.

(*b*) Who interpose in quarrels—Adjective clause qualifying 'those' in (*a*).

Subject	Predicate	Extension of Predicate.
who	interpose	in quarrels

35. Complex sentence.

(*a*) God helps those—Principal clause.

Subject	Predicate	Object
God	helps	those

(*b*) Whc help themselves—Adjectival clause qualifying 'those' in (*a*).

Subject	Predicate	Object
who	help	themselves

36. Complex sentence.

(*a*) Enough is good—Principal clause.

Subject	Predicate	Complement
enough	is	(as) good

(*b*) As a feast (is good—Adverbial clause modifying 'as' in (*a*) understood.

Connective	Subject	Predicate	Complement
as	a feast	(is)	(good)

37. Complex sentence.

(*a*) The tree is inclined—Principal clause.

Subject	Predicate
the tree	is inclined

(*b*) As the twig is bent—Adverbial clause modifying 'is inclined' in (*a*).

38. Simple sentence.

Subject	Predicate	Extension of Predicate.
a man	can die	but once

39. Complex sentence.

(*a*) Fair Adelaide hide alone.........Danube—Principal clause.

Subject with Enlargement	Predicate	Extension of Predicate
Fair Adelaide	hied	alone.........Danube

(*b*) When the battle was over—adv. clause modifying (hied) in (*a*).

Connective	Subject	Predicate with extension
when	the battle	was over

40. Complex sentence.

(*a*) On his......learn—Principal clause.

Subject	Predicate	Extension of Predicate.
the master	goes	on his morning rounds to learn.

(*b*) How all things fare—noun clause object of 'to learn.'

Direct and Indirect Narration

(*First Stage*)

a. The King told the Captain that the girl was his (King's) oniy child and that since he (the Captain) was her husband, he (the Captain) would be the heir to his (the King's) crown.

b. The King told his daughter that she was his only child and since the Captain was her husband, the Captain would be the heir to his (King's) crown.

c. The King told his wife that the girl was their only child and since the Captain was her husband, he would be the heir to his (King's) crown.

d. You told the Captain that I was your only child and since he was my husband, he would be the heir to your crown.

e. The King said to you that I was his only child and since you were my husband you would be the heir to his crown.

f. Your Majesty told me that your daughter was your only child and that since I was her husband I would be the heir to your crown.

g. The King said to me that you were his only child and that since I was your husband I would be the heir to his crown.

h. The King told my son that his (King's) daughter was his only child and that since our son, the Captain, was her husband he would be the heir to his crown.

3

1. *a.* I told His Majesty in broken words of emotion that he should not place any faith in what I said.

b. He told me in broken words of emotion that I should not place any faith in what he said.

c. He said to your Majesty that you should not place any faith in wha the said.

d. You told His Majesty that he should not place any faith in what you said.

2. a. I told my father emphatically that it was very strange.

b. My daughter told me with emphasis that it was very strange.

c. Your daughter told you with emphasis that it was very strange.

d. You told your father with emphasis that it was very strange.

3. a. I asked my brother in doubt what Alexander the Great was and further whether great men should not be good men.

b. Arthur, my brother, asked me in doubt what Alexander the Great was and further whether great men should not be good men too.

c. You asked your brother what Alexander the Great was, also whether great men should not be good men too.

d. Your brother, Arthur, asked you what Alexander the Great was, also whether great men should not be good men too.

4. a. I requested my brother to ask his Captain if he would give me the slaves for ready cash.

b. My brother requested me to ask my Captain if he (the Captain) would give him the slaves for ready cash.

c. Your brother requested you to ask your Captain if he would give the slaves to him for ready cash.

d. You requested your brother to ask his Captain if he would give the slaves to you for ready cash.

5. a. I commanded the herald to make proclamation of the joyous event throughout the country.

b. The King commanded meto make proclamation of of the joyous event throughout the country.

c. Your Majesty commanded the herald to make &c.

d. The King commanded you to make &c

5

1. He told him that he was free to do what he liked but that he should not blame him (the speaker) if he (the spoken) found that he (the spoken) was mistaken.
2. He requested him to listen to him for a moment, and then he would make every thing clear to him.
3. He urged them to be quick, for he feared that it was too late and he would die.
4. He expressed a wish to his son that that day might come soon.
5. He hoped that the children of their children would say that she wrought her people lasting good.
6. He bawled out a " hurrah " and announced that they had won the match.
7. He told him that if he wanted to catch fish he should be very patient.
8. The magistrate asked him in loud tones whether he heard what the little rascal was saying.
9. The master asked the pupil where he lived. The pupil replied respectfully that he lived close by. The master again asked how far away from the place was his house, to which the pupil made the reply that his house was a mile off. Thereupon the master asked him to go running and come back soon. The pupil thanked the teacher and said that he would be back soon.
10. The Sheriff wanted Robin to approach, and asked him to name whatever he wanted. Robin, thereupon, told him contemptuouly that he did not want any of his gold.

(*Second Stage*)

1

1. He bade good-bye to his dear friend and expressed a hope that they might meet again.

2. He urged them to push on as the day was theirs.
3. He said that it was a matter for shame for him to strike a little boy like that.
4. He said that he would be true to his promise and invoked God's help for it.
5. He told him that what he said was enough and that he admitted that he was wrong.
6. The boy replied that he did not know his lessons.
7. He says that he feels rather warm.
8. I ordered my servant to bring me my box.
9. She inquired as to what he wanted.

2.

1. Gabriel inquired as to where they were going. Dora replied that they were going to St. John's wood. Upon this, Gabriel asked in surprise if they were really going to St. John's wood. Dora answered in the affirmative and added that she was going to take a studio there.

Direct Form

1.

The master of the house advanced to meet him and said, "What do you want ?" When his meal was finished the man said to him. "Who are you and whither are you bound ?"

3

He said. "I suppose my reason was, that :night, a little clouded with the dose I had taken."

4

Saladin declined this honour, saying, "I have no ambition; I am perfectly happy in my present situation and when this is the case, it is folly to change, because none can be more than happy."

5

The Sultan told him, "Speak your mind freely." Thereupon the Vazier said, "It is my opinion that people are often

led to believe others fortunate or unfortunate, merely because they know only the general outline of their histories and are ignorant of the incidents and events in which they have shown prudence or imprudence."

7

The banker said, "It is but just that he who has saved our lives should share our festivity." Speaking to Saladin he said, 'I invite you to come here on the birthday of my Fatima, and I promise to place you in a balcony which overlooks the garden.'

8

The young officer said, "I am as old as the Prime Minister of England, and think myself as capable of commanding a ship as that minister is of governing the state."

9

When the governor surrendered the town, he said to the Mareschal, "Would you tell me what countrymen those Grenadiers are? I assure you it was on their account I delivered up the town, because they fired so hotly that I believed they were resolved to attack the breach."

10

They told him, "It will not be possible to continue under arms, for all the posts are in the hands of the enemy: the stock of ammunition is exhausted; and to crown the evil, the peasants unaccustomed to be long absent from home are bent upon disbanding."

13

I said "How do you dare to disobey my orders? Don't you deserve to be punished?" He replied, "I am sorry I have offended you and hope you will forgive me."

EXERCISES IN SENTENCES.

1

There are not many dogs in the street. We did not do our best. I have not had my breakfast. None of them could write. I do not hope to do my work. We did not see our friends in the town. Don't attend the class to-day.

Don't tell him it is bad. His father has no house in Bombay or in the suburbs. Don't run fast.

2

He saw him. He at once ran away.

You want to get the prize. Then you must work hard.

He perhaps wants to go. Let him go. We shall be rid of him.

Who are you? He must know that. Otherwise he will not trust you.

How is this to be done? I do not know. I admit it.

He had done something very improper. Even his friends said that.

He will come back. Then all will be settled.

3

a. Hearing the bell, he ran to school; or he ran to school immediately after hearing the bell.

b. He has a house to let; or he wishes to let his house.

c. Taking up his pen, he began to write.

d. During my trip to Calcutta, I visited my friend.

e. Seated in a chair and surrounded by friends, he began to read

4

a. The school was over and the boys went home.

b. Water is a good thing but we should drink pure water.

c. He called him and asked his name.

d. We heard the news but did not believe it.

e. He is dishonest and unscrupulous, and no one trusts him.

f. He found a knife, gave it to the Police and received a reward.

g. The snow covering the high mountains melts in summer and supplies water to the rivers.

h. The date growing in Arabia is dried and used as food by the Arabs.

5

a. The house in which I live belongs to me.

c. This is the pen which I bought to-day.

d. I know that if I send for him he will come.

e. His friend is better than he.

f. It is not true that man is descended from the ape.

g. I know when and why he did it.

h. I want to know why he went.

i. Tell me when the matter was settled.

9

a. If you are tired you may rest.

b. Do it well if you wish to please me.

c. All will love you if you wish to please me.

d. Though you have injured me, I pardon you.

e. I came out though the bear was untied.

f. We are innocent although father believes we have done the mischief.

g. I trust him because he is honest.

h. He is liked because he is good-tempered.

i. I shall stay if you wish it.

j. I came because you called me.

k. I was late for school because I missed the train.

10

a. Both Rama and Krishna can read.

b. He is both deaf and stupid.

c. Both the cow and calf are for sale.

d. Both the king and the queen must attend the ceremony.

e. Both you and he are in the wrong.

12

a. William is not only fat but also tall.

b. Glass is not only smooth, but also transparent.

c. Ceylon not only grows tea, but also coffee.

f. He Is not only tired, but also hungry.

13

a. You must work hard otherwise you won't pass.

c. I climbed the tree, otherwise the, bear would have caught me.

c. I received the money in time otherwise I would have starved.

14

a. That is the boy who broke the window.

c. This is the man whose window was broken.

d. Mary is the girl whom you want.

f. My uncle gave me the book which is on the table.

g. The boy whom you see sings well.

i. The horse which I bought goes well.

15

b. He has got a prize but is not satisfied.

d. He is rich yet not generous.

f. I went to bed but I did not get any sleep.

16

a. Unless you pay me I shall not go.

c. I hope to finish the work to-morrow, unless I fall ill.

17

a. She is taller than he .

c. I know you better than I know him.

18

a. This is the place where my brother works.

b. He was glad when he heard the news.

c. We dress ourselves before we go out.

d. While the boy was reading, his master came up.

e. It is now three months since we heard from our cousin.

f. We arrived before they arrived.

g. Do not go out while the storm has not abated.

h. Remember the house where I was born.

i. I warned him and he has behaved well since.

j. I know the house whence the noise proceeds.

k. He goes out often since he has time.

l. The rain ceased before we went out; or the rain ceased when we went out.

m. I know why you have been silent.

n. Wait here till I come.

o. I was standing on the road when I saw a huge animal.

e. They ceased this work ere the sun set.

q. He continued to take medicine until he recovered.

19

a. A fireman should not be afraid of sparks.

b. You have done well.

c It would be an excellent thing if I had the might which laid the traitor low.

d. He is a fool to have thought that he could have so neglected his duty.

20

a. Rama having led an army into Ceylon defeated Ravana.

b. No sooner had William III ascended the throne than he seemed to have lost popularity.

c. The man being displeased left the room.

d. Ram Mohan Roy was a great scholar and he could speak English fluently.

21

a. Rising from his chair in a rage he chased his opponent from the room.

b. People are afraid to call at his house, being in the habit of behaving rudely to his visitors.

22

a. Though he was so wealthy he was discontented.

b. He was educated in order that he may qualify himself for the bar.

23

a. This paper is not less white than chalk.

b. James is not less strong than John.

c. No boy in the class is as wise as Rama.
Rama is wiser than other boys in the class.

d. John is not as tall as some boys in the class.
John is not taller than some boys in the class,

e. James is as good as any other good boy in the class.
James is better than most boys in the class.

24

a. He confessed his fault and it was overlooked.

b. I have no confidence in him.

c. He ridiculed me.

d. I was robbed of my watch.

e. Make your agreement as concise as possible.

PUNCTUATION.

(*First Stage*).

a. "Well, Mr. Smith, you and I must learn this lesson."

b. "Why did you go round the cliff?" asked Clive's friend, "That is not the way to the railway."

c. Calcutta, the capital of India, is a big city.

d. Above, behind, before, and all round were dangers.

e. Put on your coat, Rama.

f. You may, if you call again, see him.

g. I will, when I see you, tell you a secret.

h. The beggar asked for a piece of bread, a glass of, water, or a few pence.

i. Fearing the storm, we returned.

a. Alas! he is already dead.

b. O! for my master's voice.

c. Hush! the baby is asleep.

d. "Capital house dog!" murmured the Colonel

e. He continued, "On her return she exclaimed, 'Oh! dear papa, how quiet and plain all the girls at Longwood look'."

f. God is in Heaven! does he care?
Or is he good to me?
Yes; all I have to eat or wear,
It's God that gives it me.

g. The place, where I was born and passed my days was an isle set in the Caribbean Sea, some half hour's rowing from the coast of Cuba. It was steep, rugged, and except for my father's family and plantation, uninhabited and left to nature.

h. Fear him not: Caesar was not dangerous.

i. King Edward called out—they kneel down—they are asking for forgiveness.

j. He then despatched James of Douglas, and Sir Robert Keith, the mareschal of the Scottish army.

k. I have said it, it is true; I deny it is false.

l. You will be rich, if you are industrious, in a few years.

m. I stand here as a prisoner. Unifortunately that gentleman sits there as my judge.

n. The essential features of a paragraph are as follows:—Unity, coherence, emphasis, variety.

o. The Examiners in English, under the new regulations, are Prof. J. Smith, D. Lit., M. A., and Arthur Brown, Esq., LL. D.

p. "Friends," said, he, "When you hear me give the signal, advance into the market place."

REPRODUCTION.

P. 192.

(I) At the time of war the king summons his tenants-in-chief. They in turn call together their tenants, These sub-tenants summon the franklins and peasants. Each obeying the order of his lord comes properly equipped. Thus the king gets together all his fighting men and a huge army is raised.

(2) (*a*) As a battle was now inevitable=As a battle was certain to take place *or* As a battle could not be avoided.

This might serve..................................inspiring his own men=This might be useful in two ways—one to frighten the enemy and the other to rouse in his own men a feeling of courage,

Its appearance...given of its number=When the army appeared it was clear that what was previously reported about its strength was quite true.

(1) (*b*) Cortes decided to attack the enemy at once as that would help him to frighten the Thessalians, and give courage to his own men. If his men were made to wait for the enemy their enthusiasm might get lessened.

(2) The common soldiers had no armour. They came in their naked bodies, but were painted. The chiefs had shining armour and fanciful helmets set with gold and precious stones.

P. 193.

(5) The traveller climbed an ascent. The mist prevented him from seeing things clearly. Walking rapidly for half an hour be came to a place where the road branched into two. He went by the left-hand road which took him to a meadow in the midst of which was a large number of upright stones. Leaning against one of these he saw the shepherd.

(6*a*) In China the Government neglected its public duties. It allowed the roads to fall into ruin and never cared to

repair them. The people also showed a woeful lack of public spirit. If the Government failed in its duty, it was the work of the people to attend to these affairs or to force Government to do the same. With the indifference of both the Government and the people the roads were left in a bad condition.

(*b*) No more typical example could be selected=No better example could be chosen *or* this was the best *illustration*.

It would have......................in repair=a fairly small sum, considering the amount necessary to make the roads, would have been sufficient to repair the roads and keep them in proper order.

Present serious impediment to tavel=Form serious obstacles for travelling purposes.

Abandoned from sheer necessity=left uncared for because nothing could be done for them.

But making all due allowance for political çonvulsions=considering the effects of political revolutions.

To restore the arteries of the Empire=to pnt in order the roads that connect the distant portions of the Empire.

P. 196.

10 Rip Van Winkle was a general favourite. The women always sided and supported him, the children with whom he played and joked, welcomed him with shouts of joy. He was always followed by a troop children who enjoyed themselves heartily in his company. Even the dogs of the village liked him and not one of them ever barked at him.

11 (*a*) When it hears a man whistling, the Emu lifts up its head and listens attentively. He follows the sound and walks in circles round the whistling man. The circles become narrower and narrower till at last it comes within a few yards of the man. Then it looks straight at the man and once again walks away.

(*b*) The Emu is never frightened of stationary things. When it sees an object standing still, however unfamiliar it may be, it does not care. The natives take advantage of this attitude of the bird. They approach the bird when it is feeding. Even if be that they had raised the spear to kill the bird,

they stand quite still whenever the Emu looks up. The poor creature taking them to be objects which do not move, continues to graze without the least fear, and then it is speared.

(*e*) If his confidence.......................................with a bullet=If he is not shot when he looks without the least suspicion of danger After gratifying....................good stare= after satisfying its interest by careful observation.

Falling a victim...........................in its own security =falling dead when it wrongly thought that it was most secure.

P. 198.

14. (*a*) In the Arabian Nights and Aesop's Fables we find stories in which animals and birds talk among themselves and with men. To children, at any rate, this does not seem impossible. It is quite possible fcr animals to have a language of their own, just as we have our own different languages. It may be that animals like men do not know how to cook food and sew clothes, but that does not mean that they do not talk to each other. They have their own languages, only we cannot understand them.

(*b*) A hungry fox saw a bunch of grapes hanging from the vine. He jumped many times but could not reach it Then he satisfied himself by declaring that he would not eat those grapes because they looked sour and would make him unwell

We often condemn a thing which we cannot get.

(*c*) When the past tense has to be emphasised we use such expressions as—did say, did express, instead of the simple form

At all events...........................absurdity in the idea = Whatever others might think or believe, to children this idea of the talking of animals does not appear foolish.

Endowed.................Speech = gifted with the power of clear talking.

Are we quite sure...........................to much superiority = We pretend to be a superior people.

Explanations

P. 206.

1. *a.* Every man should so conduct himself in life as to feel no guilt on his conscience. He should also see that he does not merit the reproaches of the public. But the first is very important. He should satisfy his conscience that he is in the right. If in doing the right, however, people censure him, he should not care for public opinion. The happiest are those who are guiltless and who have also the applause of the public.

(*b*) The true end of all study is that we should think, not that we should merely collect informations. Study for the collection of mere facts and figures, unacompanied by hard thinking, is like taking food but not digesting it—collecting materials like the bee, but being unable to turn them into wax or honey. All study in this case becomes fruitless.

P. 207.

2. (*a*) We naturally associate activity with happiness. And so when we see the busy movements of insects in the evening, we think that they are very happy.

(*b*) All professions are noble, if honestly exercised. They are not low in themselves, but men may make them low by exercising them in a dishonourable way. All kinds of work, whether mental or physical, are noble Even such manual work as may soil our fingers does not degrade us, so long as we work with a pure and honourable heart

(*c*) Hear what others may advise you; but do not express your opinion or advice at once or to all people. Even if others find fault with your actions, bear them patiently without silencing them with your opinions. Open your ear, but restrain your tongue.

3. (*a*) One single hour of life filled with glorious deeds is more valuable than a long period without even a single event worth remembering.

(*b*) Just as a tree, which has an abundance of leaves, bears only a small number of fruits, a sentence which is wordy contains little thought.

(*c*) Just as Hanuman, who did know which particular herb was wanted, carrried away the whole mountain-top full of herbs, these students have to learn the whole of the book by heart, as they do not know which particular portion they will be asked to reproduce.

(*d*) He is a great fool who thinks that he can do without the help of the world at large, but he who imagines that the world at large cannot go on without him, is a greater fool.

P. 209.

9. (*a*) I recognise the man whom I see down. He is an old soldier.

(*b*) I had made trouble for myself.

(*c*) You must not over-act your part.

(*d*) Whose wonderful calmness had almost broken down in the end.

(*e*) I selected the men to make up the party.

(*f*) I confided in him.

(*g*) Occupation is no remedy for love but it can help a person to forget for the time being.

(*h*) It is a difficult problem to solve.

(*i*) I went straight to the point.

(*j*) We must adopt such tactics as will allay the suspicions of our enemies and give them a false sense of safety.

P. 210.

11. "The benefits...........people",—The advantages of having free hospitals are understood and valued by the educated people.

Illiterate..............than — Much persuasion has to be used before the ignorant villagers could be induced to make use of the hospitals.

Their attitude...........suffering — They believed in patiently bearing all pain and suffering in sickness. They thought that nothing could be done to remove them.

They...............dispensaries—They thought that something evil might happen if they went to dispensaries.

Assurance..............medicine—A guarantee that they will not be cheated, but that effective medicine will be given to them

Villagers..............miracles— The villagers think that something wonderful will suddenly happen. Some great and wonderful change will suddenly take place.

P. 211.

12. Dinner despatched–Having finished taking dinner.

Make..............time—Compensate for the time that was wasted.

Barring..............Smith's—Not considering any accident that might happen, we should reach Mr Smith's place.

Yawing pits—hollows in the earth with open mouths.

Quaking bogs—unsteady marshy land; soft land where the ea th is not firm for man to tread on

Chilled to the marrow—Felt extremely cold. The cold was so intense that it seemed to penetrate the bones.

A night..............open—Spend a night in the open air without any shelter.

We..............darkness—We had gone some distance by feeling our way. The night was so dark that we could not see anything; we walked by feeling the objects around us.

A light glimmering—a lamp that was faintly shining. A lamp that did not give a bright light.

P. 212.

16. Inward........perfection—a feeling within oneself that one is perfect.

Is perfect in folly—The perfection that he thinks of is not one of goodness but only of folly.—A complete fool. The best........after all.........Even the noblest of men being but human beings have weaknesses and faults. No man is perfect.

One sheep..............another—There is not much difference between men. All are more or less alike.

Paraphrase

P. 230

1. The quality of mercy is a heavenly gift bestowed on mankind. It is so noble that it blesses both the man who shows it, and the man who receives mercy. The quality of mercy adorns a king much better than his crown does, be-

cause this quality is the attribute of God Himself. All earthly power comes near to God's in proportion as justice is influenced by mercy.

(2) The English flag which floats over the brave is the fairest that is unfurled over land or sea. It has a glorious history behind it, and, unsurpassed in fight, it is a symbol of strength and mercy. With "Justice" as the war cry, it pulls down tyrants and breaks the bonds that fetter freedom. He who hesitates to fight beneath the English banner of freedom is certainly a coward.

(3) (*a*) Cordelia knew that her sisters were not sincere in their professions of great love for their father. She understood all their flattering speeches at their true worth. She saw through their aim of getting the kingdom from the old father so that their husbands might reign. Feeling disgusted with this insincere flattery of her sisters, Cordelia only said that she loved her father as her duty demanded, but neither more nor less.

(*b*) As soon as Viola left the lady, she had to stand a test of courage. The gentleman who was refused by Olivia, getting jealous of Viola whom he mistook for a man, challenged her to fight a duel. This challenge frightened Viola.

P. 231.

(4) (a) The fact that mercy is universal helps man to bear his troubles bravely.

(*b*) Realising fully the omniscient nature of God, the ancient artists bestowed the greatest care in the doing of even the minutest portion of their work.

(*c*) Brilliant ideas flash as it were to the mind which is the only source of happiness in solitude.

(*d*) Not only human beings but all living creatures possess the heavenly light of affection.

(*e*) Nobody seems to know what she is singing about. Her sad song, however, tells of unhappy events and battles of by-gone ages.

(5) I heard a lady praying for calm weather, but I would like to have the stormy winds and the wild waves. When tempest and lightning rage around us, we enjoy the music of

the wild waves. Safe in our ship we feel quite at home on the wide sea.

P. 258.

1. In a school, there were two students by name Jack and Joe. The former was a great scholar whose only pleasure and pursuit was the study of books. His proficiency was such as awed even his examiners. The latter was a great sportsman who never cared for study. Each regarded his own way of spending life as the best and that of the other as folly. Jack regarded intellect as the only worthy object of attention, while Joe thought physical strength and efficiency were above all things. This led them to regard each other as irreconcilable opposites.

The truth, however, is that it is possible to cultivate an interest for games as well as for study side by side. The brain is as important as the body, and when both unite in a man, much better results are obtained than when there is only one-sided development.

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3. Much of man's misery depends on the working of his mind. A wandering beggar is in distress because he thinks that happiness lies in being employed and enjoying full meals. When he gets these, his mind changes. He is again unhappy because now he thinks that he would be happy if he had clothing, food and some comfort. If he has his wishes, he will now long for pleasure. If he gets enough wealth to be luxurious, he will now be seized with restless ambition. This will breed in him jealousy and bring about fatigue as well as disappointment.

4. Muhammad was handsome in person, and when he appeared before an audience, people were prepossessed in his favour. As an orator, his skill was great. For, his voice, the expression of face and gestures, all combined to place vivid pictures before the audience.

In private life he was dignified and courteous as Arabs usually are. He was attentive to the rich and loving to the poor. He showed courage not only in thought but in action as well.

Unfortunately he could not read and write, and therefore had not the benefit of the wisdom of ancient heroes and sages. But this was no disgrace to him because in his times, ignorance of reading and writing was universal.

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5. Those who cannot express their real opinions in face of opposition and ridicule, and shrink from doing the right are no better than slaves. In this case they are simply led by the nose by others. Their master is fear or selfishness. They are not free to do as they like.

6. When we think of the misery that exists in the world, we must realise how very essential it is for us to avoid bitter and harsh words and speak gently to all on all occasions. Gentle words will not cost us much but they may make the life of the sorrow-stricken, the aged, and the erring a little easier to bear.

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7. Fox was by nature a man of very strong impulses. He was intelligent enough to lay down sound principles of conduct for all times, but when something had to be done, he was so much influenced by the passions of the moment, that he would forget all principles, and throw them overboard in his vehemence and passion. This made it impossible for him to have the coolness and balance which are essential for a great statesman.

To a great extent this was also due to his private life, which was spent in gambling and other pleasures. Gambling made him indifferent to principles, while absorption in pleasure made it difficult for him to be cool and balanced in public.

8. The most perfect ideal in life is to live contented with our lot and to be helpful to our fellow-beings, so that when we die, we may die in peace and leave behind a name for goodness.

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12. There was a youth whom all people regarded as a good-for-nothing fellow. For to them, it appeared as if he was

always idle—watching the dead leaves as they fell, or musing upon a flower. But though apparently idle, his work was real and great. His musings taught him the loveliness of things and this filled his being to such an extent that he burst forth in a celestial music and song which thrilled all who heard it. It was a surprise to men how an idle youth had acquired this power. But they were obliged to admit that his song had made the earth mor lovely for them.

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18. True nobility does not lie in extensive property or abundant wealth or in noble descent; it is something higher than these. It is an almost divine quality in the mind and heart of man which it is hard to describe, but which makes its possessor feel an ever-present urge for improvement and which makes him in tune with the feelings of other men and willing to labour for the happiness of others.

People often make the mistake of thinking that some kinds of work are noble and others are ignoble. That is not so. For instance, ordinary labour can be as noble as any other work, that of a soldier for instance. Nobility consists in the improvement of the mind. The man who tries to cultivate and improve his mind becomes a useful man to his society as well as the whole world.

19. I am happy, for my mind is like a kingdom to me. Although I am in need of many things, I feel as if I am very rich. My mind is a very valuable possesion to me.

I live a simple and contented life and do not increase my wants. I am not ambitious to rule over my fellowmen, and whatever I lack is made up for by my mind, which brings me more happiness than wealth and power can bring to kings.

Some men are greedy, even though they are wealthy. But I am contented, though I am poor. I am poor in earthly status, but rich in peace of mind, which the greedy rich entirely lack. Their greediness shortens their life, but my mental happiness lengthens my life.

I do not want to be restless and active in order to earn money, which I am apt to lose when the tide of fortuue turns against me. I shall lead a simple and smooth life, and avoid the buzz and storm of the greedy world. If I should choose

between wealth and mental peace, I would surely prefer the latter; for that is a more valuable possession than wealth.

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20. It is sometimes said that old age disqualifies a man from taking an active part in the great affairs of the world. This may be true in the case of such affairs as require strength and vivacity of youth. But there are certain others which require calmness and deliberation; and in such matters old men are the best because of their greater experience and prudence. They are the best as helmsmen to direct the motions of the ship of state, which requires careful piloting.

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23. In the Andamans, the Government tries to reform criminals. There, they are employed in different kinds of work and made to work for their own maintenance. This enables the Governmennt to effect a saving in their expenditure, to the extent of about two hundred rupees a year per prisoner. Therefore, for considerations of this saving at least, it is advisable to employ the criminals in various trades.

24. The proper use of leisure is the best test of a civilized man. The best way to use it is by reading good books. The poorer a man is, the greater is his need for books, as he could afford no other pastime. Many like to read good books, but they need some one to develop that interest in them.

25. The spirit of adventure, which was a marked feature of the reign of Elizabeth, led the way to the establishment of colonies in Asia and the New World Spain and Portugal began this colonisation, and they were followed by Britain and other countries.

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30. They brought home the body of her dead husband. The unhappy wife was so overpowered with grief that she neither cried nor swooned. Knowing that suppressed grief would be dangerous, her friends wanted to make her shed tears. They therefore sang the praises of her dead husband thinking that it would move her. Finding that this had no effect, one of them uncovered the face of the dead, but still

she remained unaffected. When all these attempts failed, an old and experienced nurse took the child and placed it on her lap. Then did her pent-up grief find expression in a violent and pathetic outburst. Soon she quieted down saying repeatedly, " For this child and for him alone, my greatest remembrance of my husband, do I live."

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31. When Lochinvar suddenly appeared in the hall, the bride's father asked him whether he had come as a friend or foe. The young Lord said that he had come as a friend to bid farewell to his lost love, and to dance and drink with her for the last time. Then, according to ancient custom, the bride kissed the wine and gave it to the guest to drink. He took her hand, and before any one could object they began to dance. When they reached the door, he whispered one word into her ear, and before anybody could understand what the matter was, he had lifted her on to his horse and galloped away with the bride.

32. At sunset three fishermen went out to sea. All their thoughts were centered on their wives and children whom they had left behind. They felt loth to go but the thought of the many souls depending on them for their food drove them to face the angry sea. It grew dark and the women kept watch at the light-house tower. Storm and rain had broken out but still the men were out on the sea. The women continued to watch while the tempestuous waves filled their minds with vague alarms, for as the poet says, "Men must work and women must weep." The anxious night passed and at dawn the three wives saw the corpses of their husbands lying stretched out on the sands. The unhappy women, wringing their hands in agony, lamented their lot in having to wait and moan. They heartily wished that they too could pass on to the happy sleep of death which ends all worries.

Expanding of Ideas.

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4. (*c*) **They never fail who die in a great cause.** Sometimes it happens that a man has spent his

whole life in uprooting some evil, in redressing some wrong, in creating just conditions of life for his fellow beings, has worked hard but has died without success. The world generally regards the work of such a man as a failure. But this is a great mistake. A man might die without completing his work, but his work will not die. It will continue. It will bring new workers to itself, and though it may take many years it will be completed in the end. The life of a noble worker will inspire others to follow in his footsteps. Success is not to be judged by the actual work accomplished but by the attempt made. If the attempt is sincere and for a noble end, the man has succeeded and not failed.

3. *a*. Adversity serves as a test to find out the real worth of a man. In times of prosperity man boasts of many virtues, but on the first shock of adverse circumstanes, he is a helpless victim. Calamity is not a very desirable thing, but it has its own purpose in life. It brings out the latent qualities of courage and forbearance in man, and prepares him for the great battles of life. Adversity is the training ground for greatness and most of those who have made a mark in life are those who have been severely tested by calamity and have successfully withstood it.

b. A man might be fearless, he might be brave, but if he is not careful and wise, his brave courage may bear no fruit. In fact, wise caution and prudent action are also an essential part of valour. These may even be regarded as the first and the more important part of valour. A reckless and obstinate man will lose all that his courage and fearlessness may win.

c. Nothing is more difficult in life than the mastery of our own passions and evil desires. The process may be a silent one but nevertheless it is beset with great difficulties. Even in Bible, praise is given, not to the strong man who conquers and founds empires but to the man who rules his own spirit. Self-control is the essential element in a man's character distinguishing him from mere brutes. To enjoy real moral freedom, man should have the capacity to check his instinctive impulses by the exercise of discipline and self-control.

d. Every religion in the world prescribes some sort of prayer to its followers. It generally takes the form of a request to the Almighty for the pardon of sins committed. But the best way in which one can effectively pray for God's grace is to show a practical sympathy and love for His creatures. Love towards living beings is the fundamental law of all religions. One who destroys a creature incurs the wrath of God, and the best form of prayer is an absorbing love of all His creatures.

Story-Writing

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4. (*a*) Rama, Krishna and Keshav were friends who, having some wealth among them, lived a very reckless life in Bombay. They were very ignorant fellows and did not know how to read or write But they once thought of going to England. They learnt from a butler three things, "We Three", "For three shillings" and "Yes." The butler told them that in England if they should be asked by butlers how many they were, they should say "We three," for how much, "for three shillings," and whether dinner could be prepared at once, "Yes."

They went to London where at a great hotel they used their English and got dinner for three shillings Then they roamed about all day long; and at night they saw the dead body of an Englishman in the streets. They wondered at the sight and went in a circle round the corpse; when a sergeant came there and asked them "Who did this?", they said, "We three". "For what purpose did you do this?" At once they replied "For three shillings." "Then I will hang you all," the sergeant retorted; whereon the three fools said "Yes."

(*b*) Rama Das was a young millionaire of Bombay His father Sir Keshav Das died in the prime of life when Rama was only sixteen. The youth had a number of boon companions about him who trained him in such evil habits as drinking and gambling. In one of the horse-races he lost nearly half his fortune. He was very much dejected that night but his companions enlivened him with drinking. He lived a reckless life afterwards which compelled his mother

to petition the Government to administer the family properties. The Government enquired into the whole case and sent Rama Das to the Nobles' College, Gwalior ; where in good company he soon gave up all th evil habits which he had contracted under the influence of the boon companions of his youth. After his education he entered business, recouped all his lost wealth, and lived happily.

Dialogues

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4. (*a*) *Rama.* What are you looking at, Sita ?

Sita. I am looking for the new moon.

Rama. But you are looking in the East.

Sita. Well, doesn't the moon rise in the East like the sun ?

Rama. Yes, it rises in the east, but the new moon rises just after the sun, and as it is so small the sun hides it, and so we cannot see it till after sunset Then the moon, too is setting, so we must look for it in the west.

Sita. Oh, I can just see it now, very faint and low down, near that very bright star.

Rama. That is not a star; it is a planet; it is called Venus, and is almost seen near the sun in the morning or the evening.

Sita. What is that string of stars like a big S just rising over there ?

Rama That is the constellation called the Scorpion. See the two stars close together at the end of its tail. But it is time for you to go to sleep now; I will tell you more about it another time.

5. *b. Mohammad Khan* :—Do you know, Gopal, that Indians are going to be admitted into the army in large numbers to make it a National Army ?

Gopal :—I have just learnt it. Well, it is a career for you, I suppose.

Mohammad Khan :—I have always dreamt of myself as a great soldier and here's the chance. What other profession

can equal this in nobility. I shall serve my country as its valiant defender.

Gopal :—Certainly your profession is noble. But you are very much mistaken if you think it is the noblest. I, for my part, would like to be a teacher, and as a teacher, I hope to be able to do greater service to my country than you or I can do as soldiers.

Mohammad Khan :—What rot ! I know that if the army were not there to save the country from the devastations of foreign invasions and chaos of internal rebellions, the teacher would be without his profession.

Gopal :—If you know that. I know this that even the soldier is the product of the teacher to a large extent. An efficient, intelligent, patriotic soldier can only be manufactured in the schools of the nation, *i.e.* by the teachers of the country. Without teachers to give the right sort of training to the future soldier, the army may be more of a curse to the country than its shield.

Mohammad Khan :—I see your position now. I never thought of that aspect of the affair before. Your view that you can serve the country better is quite right.

7. *Candidate* :—Good morning, sir.

Principal :—Good morning. Have you had any previous experience in teaching ?

C.—Yes, sir. I was Science Master at the Mahratta School, Ahmedabad, for nearly three years.

P.—What was your pay there ?

C.—One hundred Rupees, sir.

P.—Then, how is it that you demand Rs. 200 here ?

C.—The higher cost of living here and my previous experienee account for my demand.

P.—But you see, my dear young man, I start a raw man on Rs. 100, and am prepared to give you Rs. 125, in consideration both of this place and of your experience.

C.—Will you please give me some time to think over the matter and give my decision ?

P.—Yes, I will allow you three days' time ; and if you do not turn up here on the third day by 3 P. M. I will overlook your candidature and call upon another young man who has applied from Poona, and appoint him. But look ! I can assure you of good prospects here ; and you need not be discouraged by the low salary which I have offered you to begin with. Think over it and let me know. Good morning.

C.—Good morning, sir.

P. 312 (Punjab)

Last Friday, when the school was closed, my friends and I, as usual, rushed out intent on a little mischief before we returned home. We gathered round the sweetmeat seller and kept on unreasonably bargaining with him. To escape our teasing, he got up and crossed the road. We rushed behind him. But hardly had some of us reached the middle of the road when we heard a coachman shouting out, "Make way, clear the road." Out for mischief, we gave a loud yell in return. The horses, getting frightened, reared. Just then we heard the painful cries of Ram Singh.

"Oh, my hand, oh, my land, oh ! oh ! oh !" While some of us rushed to the boy, others surrounded the carriage and shouted, "We shall hand this man to the police. Call the police."

Coachman—"Don't block the road. Make way for the carriage. It is not my fault that the boy was knocked down. You refused to move from the road and then you frightened the horse. Well, then, if you are knocked down, it is your own fault Now, make way, or I will drive the horses."

The boys—"Do you dare ? You impudent knave ! Let us see. We are not going to allow your carriage to pass."

In the meantime the gentleman in the carriage came out, and going to the injured boy said, "I am so sorry this has happened. Are you badly hurt? A fracture in the arm? Come, I shall take you to the hospital."

The boy answered nothing. One could only hear his low moan, "Oh, my arm! oh! my arm! oh, my father."

Seeing the crowd and the commotion at the school gate, our Headmaster came out and asked—

"Here, boys, what is the matter?"

I—"Sir, Ram Singh has been knocked down by this carriage."

Headmaster—"Ram Singh, how do you feel? Cheer up. We shall make you all right soon. Here, Govind, go and phone for an ambulance car." Just then the policeman came. We all cried out, "Arrest the coachman; arrest the coachman!"

The *policeman* asked the coachman, "What have you to say ?"

Coachman—"I cried out but the boys did not move. They gave a yell which frightened the horse and it reared. That is all It is not my fault. You can ask the sweetmeat seller." The sweetmeat seller confirmed the coachman's story. The policeman then addressed the gentleman in the carriage.

He said, "The coachman's version is right."

Policeman—"All right, will you please give me your address ? Coachman, show me your licence."

The policeman noted the address of the gentleman and the licence number of the carriage and the coachman. He then allowed the carriage to pass.

The boy was put in the ambulance car and sent to the hospital. The Headmaster called all of us together and addressed us a few words.

Essays

P. 326.

4 b. The phrase Social Service has been coined to express the new phases of work which are undertaken by those whose object is the improvement of the conditions under which people are living The new work is not exactly philanthropic—the name which the help given to the poor by the rich took in early 19th century—still less is it charity, in its modern sense of almsgiving; and it is usually adopted by those who either have no connection with religious institutions themselves or who wish to benefit those who have no such connection.

The term covers a wide area, housing, clothing, education, factory hours and wages, medical advice, legal advice, and many other things are included in its scope, according to the needs of the place and the type of people concerned. Paid work and unpaid work, both come under this heading, though the term is usually confined to those who voluntarily undertake this form of work, either without salary or for a smaller one than they could obtain elsewhere.

In Indian cities the forms which social service may take differ very little from those which are found in the cities in other parts of the world. Much more ought to be done than is being done at present in the way of caring for, feeding and educating the children, especially of the poorer classes; and there is much need also for more efficient supervision of the food supply, especially milk, and of the drainage and cleanliness of the streets.

But it is in the small towns and villages that there is great scope for social service. In addition to the things mentioned above, the whole population needs education as a rule on such points as, not contaminating the water supply of cattle as well as man, for disease in cattle arising from impure water is communicable to those who drink their milk; ordinary laws of personal hygine, especially with regard to fresh air during sleep; better methods of cultivation, such as, in South India the transplanting of paddy in separate plants instead of in bundles, and in North India, seed selection and rotation of crops; the way to deal with and eradicate plant diseases.

All these and countless other things are waiting to be done, and can only be begun by the self-sacrifice of men who are willing to serve their fellowmen at the expense of much labour, expecting little reward even in gratitude.

6. (*a*) At this time of the year (March), in this part of India (Bombay), the sky by day has very little variety of aspect ; it passes from the darkness before the dawn, to the grey before sunrise, then to the deep blue of the morning, faded almost to whiteness at mid-day, and returning through blue and grey to the darkness of the night. A welcome variation is

caused now and then by the approach of a thunderstorm. The day begins clear, and by mid-day a few white clouds drift across the sky, disappearing in a few hours; the next day they come earlier, are much thicker and heavier, and last till evening; then on the third day they gather together into a black mass on the horizon, mount the sky like an advancing army and at last burst in torrents of rain. But in twenty-four hours or so the sky is monotonously clear once more.

In a couple of months, when the time for the monsoon approaches, clouds will be more frequent and of a somewhat different character. Cumulous clouds, tier above tier, will glisten white in the light of the setting sun, light wreaths of cirrus clouds will hang across the sun at noonday, thickening day by day until they are almost as thick as the thunder clouds, and the sun is not seen all day long. Then the monsoon breaks, and after a few days of almost continuous rain, the clouds and sunshine alternate once more till the sun again reigns supreme.

At night the beauty of the clouds is hidden by the darkness, except when they are light or broken enough to let the moonlight show their silver lining; when there are no clouds, the stars and the moon display themselves to any who will see. It is strange how few people note the mighty march of the stars across the sky, the appearance and disappearance of the great constellations, The Great Bear, Cassiopeia, Orion, the Southern Cross, and the Scorpion. These great groups of suns are easily distinguished and some of them are visible on every clear night. The times of full and new moon are known to those who have to journey by night but how many of them look only for the light on the road and not for the beauty in the sky.

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There are many ways in which moments of leisure can be usefully spent. Some people go even so far as to say that one of the aims of education should be to enable men to make the most of their leisure time. A man who fritters away this time is a man either empty in mind or disposed to be satanic.

In these days when the struggle for existence is so hard, much of the time of house-holders is necessarily taken up with the task of earning a livelihood. Even among this class of people, however, there are moments of leisure which, if well utilized, would bring pleasure and elevation to them. A busy householder may play with his children, tell them instructive stories or take them out to gardens and other interesting places, thus recuperating his health and improving that of his children at the same time.

The way in which leisure hours may be spent depends largely on the temperament and taste of each individual. But most people allow themselves to be drifted along the easiest way in their choice. Very few deliberately think on what would be really the best way for them. A man, by taste and inclination fond of reading, will usually spend every spare moment in reading. But if he is frail in health, the best way for him would be to roam about among fields and flowers. This will bring him the much needed health and a happy consciousness of having done the right thing.

It may not be out of place to mention, here, some of the ways in which leisure moments may be employed to the benefit of the leisured man. For physical well-being, long walks, visits to interesting places, and games would do. For emotional development, occasional attendance at an elevating cinema or theatrical show, music party, etc., would be the right thing. For intellectual development, active participation in debates, attendance at public lectures, reading of books and newspapers are necessary. For the general well-being of the community, people might very well spend their leisure moments in helping and organizing various useful institutions.

The way in which leisure time is spent by an individual is often a very safe indication of his character.

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10. b. Photography is a recent invention. Photographs are taken with the help of a camera. The camera has three distinct parts, which are a powerful lens, a sensitive plate, a dark wooden box with a black, thick, moveable screen. Light passes through the lens and strikes the sensitive plate, which receives an accurate reflection of the thing to be photographed.

The plate is treated with chemicals to make the image permanent From the plate the image is transferred to sensitized paper, and is exposed to the sun. The picture obtained on the paper is treated with chemicals to make the picture permanent.

The invention of recording pictures of external objects has conferred manifold blessings upon humanity. With the help of the camera, we are able to perpetuate the memory of the physical likeness of those dearest to us. By its assistance, we are able to look at exact representations of things taking place several miles away. Without stirring from our chair, we can have an idea of foreign countries and the things happening there with the help of pictures in the TIMES or THE ILLUSTRATED LONDON NEWS. We can preserve in our mind's eye, the beautiful panoramas in Nature by means of this agency. We can get a more accurate representation of a scene by means of photographs than by the dexterity of an artist.

Photography has been a great auxiliary to the development of Science. Photographs have been taken of the astronomical phenomena. The photographer enlarges the map of the heavens by registering the position of the stars, that cannot be seen through the most powerful telescope. Much interesting information has been obtained of the Sun's corona and other phenomena of the heavens. Photography has also helped medical science. Pictures of microscopic bacilli, which cannot be seen by the naked eye, have been obtained. X-ray photographs can also be taken of any portion of the human body. Photographs have also been taken of the bed of the sea. These have helped people immensely to explore the things contained there.

The crowning achievement of the science of photography is in the field of the cinema. The bioscope consists of the exhibition of a series of pictures, which have been taken in rapid succession, so that the whole thing appears like a moving scene.

Photography has been useful to man as an interesting hobby, a profitable business, a valuable method of record, and a great help to science.

10. (*d*) Reason is said to be the sole possession of Man, which distinguishes him from the brute creation. All the actions of animals are explained by the theory of instinct. An instinct is a blind impulse or tendency to action, which is not guided by the higher powers of the brain. Instincts are inherited by habits. The combative tendencies of the cub of a lion or a tiger, the tendency to gather and store honey on the part of the bee, the building of a nest by a bird, are all purely instinctive in character. In all these we find an absence of a conscious design and deliberate thought. Nevertheless, the actions of some of the animals are so surprisingly wonderful, that one is led to doubt whether they are not also endowed like man with the rational faculty.

The most sagacious animal appears to be the elephant. As the writer has remarked, "In all work which requires the application of great strength combined with singular judgment, the elephant is supreme among the quadrupeds." It can be trained to build walls of stone and to pile logs of timber with a regularity that cannot be surpassed by the most expert lumberman. Domesticated elephants are said to have an accurate sense of time. They exhibit great cunning when used as decoy-elephants to catch wild elephants. The feats performed by them in a modern circus are too well known to need an elaborate description.

The ant ranks next among the animals noted for their sagacity. They are prudent enough, like man, to provide themselves against a rainy day. They also communicate with each other by something akin to language. Their wonderful social organisation and their co-operative work is a clear proof of a reasoning faculty. When any of their community dies, they scrupulously remove the dead body from their midst. They form living bridges to afford passage for an ant army.

The beaver, the monkey, the horse and the dog are some of the other animals which exhibit remarkable sagacity. Beavers are noted for building dams across narrow waterways to provide themselves with deep water round their homes. The clever devices adopted by the monkeys to secure eatables from pilgrims visiting sacred shrines, point to their cunning. The fidelity of a horse to its master has won the approbation

of man from time immemorial. The way in which dogs look after sheep and rescue drowning persons cannot but evoke one's admiration. In his beautiful poem entitled THE DOG AND THE WATERLILY, William Cowper has immortalised his spaniel which put to shame the 'pride of man's superior breed.'

All these instances furnish us with an indisputable evidence to show that intelligence is not the sole monopoly of the human race. Though the rational faculty in animals has not been developed to that stage of perfection, which has been attained by man, yet facts do not warrant our denying its very existence in animals. It has to be admitted, therefore, that animals are also endowed with reason though in a lesser degree.

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5. Built on a site which was the gift of Akbar the Great, the Golden Temple at Amritsar is one of the most imposing edifices of N. W. India, and truly deserves the title 'Golden.' As one looks and wonders at it, one cannot help recalling to one's mind the lives of that noble band of great *Gurus* who by their devotion and self sacrifice established a religion, a people and a kingdom. The Temple, beautiful and majestic, is very much grander on festive occasions like the Diwali or the Birthday of Guru Nanak.

It was on the anniversary of the Birthday of Guru Nanak that I happened to visit the Temple. The day was bitterly cold and the sun had hardly risen; but the temple and all its courtyards were already overcrowded. Thousands had flocked from far and near to pay their grateful respects to their great religious Teacher. In whichever direction we looked, we saw bearded men with their big turbans, not in an attitude of war but in one of pious devotion. Those who think of the Sikhs only as great fighters would do well to watch them on this day when they are full of religious enthusiasm.

The celebrations begin with the singing of hymns to the accompaniment of music. The *karah* is then distributed among the congregation who take it in a spirit of devotion. The free *Langar* is a characteristic institution on such days ; and the sight of thousands of strangers taking meals together

inspires one with the hope of a glorious future for the country. Talks, lectures, and discourses on a variety of religious subjects are then given. The day closes as it began with recitations, hymns and Bhajans. As the traditional hour of the birth of the Guru draws near, the hymns and the Bhajans become very impressive and, at the exact hour, the day's devotion ends in enthusiastic cries of Sat Sri Akal, and a grand display of fire works.

6. My Tehsil—Khushab—is a small and peaceful place on the banks of the Jhelum. In an area of 180 sq. miles the tehsil contains 8200 people. Seventy five per cent. of these are agriculturists. Subject to extremes of climate, lying near the troublesome frontier and with a soil not particularly fertile, the place has not much of an attraction. Crime is frequent, the cultivators are in debt, and the medical and educational needs of the people are not properly attended to. But from what I have studied and personally seen, I think that this is a place with great possibilities for furture improvement.

The first thing I intend to do is to suppress crime and make people feel safe and secure. I believe that a stricter supervision of the police force, and exemplary punishment given to criminals would soon bring in the reign of peace. After establishing peace and order, I would endeavour to organize medical relief on a better footing. I would approach the wealthy people of the tehsil and secure their financial support for the improvement of the hospital. I would also send doctors travelling to all small places to heal the sick and wounded to make their life easier to bear. While organizing this medical relief, I would not forget that, "Prevention is better than cure." I would try to improve the sanitary arrangements, cleanse all filthy places, and see that people live in surroundings that are healthful, get pure water to drink, pure food to eat and pure air to breathe. For these could give to each a vitality which can kill all disease.

My next care would be to improve the lot of the poor farmer and help him to free himself from the unlawful exactions of the revenue official and the clutches of the money lender. For this purpose I would organise Co-operative Credit

Societies to lend money in times of need to the agriculturists, and Vigilance Societies which would report all cases of official exactions to higher authorities

My last, but not the least important scheme of work would be the establishment of more schools. For this also I would go to the rich men for help. I feel confident that when my sincerity of purpose and earnest regard for the welfare of the people become known as they must, I will get the necessary popular support and all these schemes of mine which to-day are dreams will become the most pleasant realities.

6. (*b*) We were forty three people—the sole survivors of a ship which was wrecked on a submerged rock. We got into a boat, and after two days of rowing found ourselves stranded on an unknown land.

As soon as we landed, we ran up the cliff on the coast to see what kind of a land we had come to. Nothing could be seen but miles and miles of endless desert. Our hearts almost sank within us as we thought of the prospects before us. We had escaped a watery grave, but a worse fate, death by starvation, was awaiting us.

Refreshing ourselves with what we had we divided into three parties, one to explore the land, for food, the other to go out to the sea to seek help from any ship that might pass by, and the third to wait at the shore. I joined the party that went to the sea. preferring death by drowning rather than by starvation.

For five days we were out on the sea. A few drops of beer and a fish or two formed our only food. The heat, the starvation and the rowing all told on us. After these five days we could do nothing but stretch ourselves, leaving the boat to drift for itself. We had lost all hope, and resigning ourselves to the inevitable we were ready for death.

On the seventh day we were picked up by a merchant ship, and as soon as we could speak we told our rescuers our sad tale. Three boats with provisions were immediately lowered and sent out to bring our unhappy companions waiting on the shore. When we reached the place, the sight we saw was most heart-rending. All were lying like logs of wood

incapable of moving. Gently we put them all into the boats, and soon with food and the sea breeze they began to revive.

Thus were we saved from a terrible death. To Providence alone we owe our rescue, and never a day passes without my offering the Almighty my most grateful thanks for this miraculous rescue.

P. 334.

3. c. *Asoka* was one of the greatest rulers that ever ruled over India. Realising that "Peace hath her victories no less than those of war", he gave to the subjects of his extensive empire nearly fifty years of unbroken peace and therefore of continued prosperity and happiness. It was this fact of safeguarding the interests of a great Empire without plunging the country into the horrors of war that has entitled him to be considered as one of the greatest of kings.

Asoka succeeded to a fairly big kingdom, but young and ambitious as he was, he wanted to extend his sway still further. This led him into a war with the Kalingas, the horrors of which made a lasting impression on him. The Emperor was deeply moved by the sight of the bloodshed that he had caused and he resolved never again to unsheathe the sword. Though he reigned long after this vow, he had never an occasion to break it.

Inclined from the first towards Buddhism, he now became a devout Buddhist. He preached the Law of Righteousness and sent the message and the teachings of the Buddha to lands far and wide, from China to Ceylon, and from Bengal to Syria. A devout Buddhist, Asoka was yet tolerant to other faiths, and in his reign there was perfect religious toleration.

He established a strong and efficient government, personally supervising every detail of administration. With none of the modern methods of quick transport and communication, Asoka in those remote ages managed to keep together an extensive Empire without even once having to draw his sword to defend it. He abolished cruel sports and animal sacrifices and discouraged meat eating. He was a reformer and religious preacher *par excellence*. Great in war, greater in peace, and greatest of all in his ceaseless efforts for the welfare of his

people, Asoka stands as one of the grandest and noblest kings of the world.

4. *a*. Canals are water-ways dug out by man for his own purposes, to help him in irrigation and navigation. They are made to connect rivers or seas, or to carry water from lakes and rivers to places where there is a scarcity of water. They can be cut only in places where the soil is not too rocky or sandy and where the level of the ground is fairly uniform. The construction of canals, therefore, depends to a large extent on geographical factors.

The need for irrigating fields seems to have first inspired man with the idea of making canals. When he found that his fields suffered much from the uncertainties of rain, he devised the plan of supplying his fields with water brought from the river by means of canals which have greatly increased the fertility of many lands. Ancient Egypt owed much of her glory and prosperity to the splendid system of irrigation that she had.

Man soon found that these canals may be used not only for irrigation, but also to carry goods from one place to another. With this discovery the number of canals greatly increased in every country. And by connecting the various rivers and lakes there was established in each country, where geographical conditions permitted, a whole network of canals enabling people to have easy and cheap transportation.

Canals have facilitated and greatly increased the volume of international trade. The cutting open of the Suez Canal effected almost a revolution in transport and communication between the West and the East. The Panama Canal, too, has served a similar very useful purpose.

Thus, from the standpoint of agriculture and commerce, of transport and communication, canals are very important and useful. The more canals a country has, the greater the opportunities it has to improve its agriculture, develop its commerce and increase its prosperity.

4. (*b*) It was the finals of the All-Punjab Football Tournament. Though the admission was raised to one rupee, every available seat in the big galleries surrounding the Maidan was occupied by an enthusiastic crowd. As the two

competing teams—the Punjab United Eleven and the 5th Lancashires – represented two different communities, the Indian and European, great excitement prevailed among the spectators.

Exactly at half past five the play began. With an almost electric speed the European forwards made a rush and took the ball straight near the goal but the Indian goal-keeper with one blow of his fist sent the ball flying to the opposite side. The Indian team remained purely on the defensive while the Europeans made every effort to score a goal. The Indian Backs and goal-keeper were more than a match for the European Forwards and thus neither party scored any goal till half time.

When the play was renewed after the half time, the Indian team changed its tactics, their forwards beginning to rush The play became more exciting particularly as the closing time began to draw near. The Indians showed marvellous skill in heading and dodging but they were deficient in passing which formed the strongest point on the European side. The Indian Forward narrowly missed scoring a goal, the European Back sending the ball as a Corner.

The corner kick, when the time was nearly up and when neither party had scored any goal, was the most exciting. It was a splendid kick, the Indian dropping the ball a few yards in front of the goal. It is impossible to say what followed. There was a sudden rush of many players, and when every one was expecting a goal the ball was seen flying very high and dropping near the opposite goal. The Back missed it, the goalie came to the rescue and sent the ball on, but the Europeans had advanced and by very skilful passing kicked off a goal before anyone knew what had happened. A thundering applause from a section of the spectators greeted this victory Some were seen rushing to the field and congratulating the players.

A minute more and the long whistle from the Umpire announced the conclusion of the game. It was a chance victory.

Lady Hailey in giving the cup and medals to the European team congratulated both the teams on the splendid

fight they had put up With loud cheers to both the teams the gathering dispersed.

4. (*c*) Benares, the sacred city of the Hindus, is situated on the river Ganges. It is one of the oldest cities in India and as such has many ancient buildings. It is at the same time among the dirtiest of places.

The roads are narrow and either dusty or muddy. On either side of the road there are any number of hawkers selling their wares. Brass vessels of excellent finish and variegated designs form a speciality of this place. Silks and carpets are also to be found in abundance.

The approaches to the great temple of Vishwanath are very narrow and always full of beggars. One has to jostle and squeeze through crowds before one can secure entry into the temple. The inner courtyard of the temple is paved with white marble which is kept clean by frequent washing. A great crowd always passes in and out of the temple. The beggars and the priests are a pest and are more exacting than the Marwadi.

Touching the temple and almost overlooking it, is the great mosque built by Aurangzeb. These two—the mosque and the temple—have stood touching each other for two centuries and more, without ever causing serious trouble between the Hindus and Muslims. Benares, the ancient and sacred city, thus sets an example of religious tolerance and communal friendship.

The best sight in Benares is the river side. The palaces of several Maharajas adorn the bank of the river. A long flight of steps leads you to the sacred waters of the river, to the many bathing and burning *Ghats*.

What a contrast in pictures ! On one side you see the Purohit reciting the Vedic Mantras and on the other the smoke and the flames of a burning corpse. The barber and the priest, the pilgrim and the thief, the pious worshipper and the curious sightseer—every one is there each intent on his own work.

You get into a boat and as you glide along the glorious river viewing the sights on either side, the dust and the dirt

of the city, the busy hum of life, and all thoughts of the world fade away and you find yourself almost unconsciously meditating on the vanity of human life and the reality of God. That is Benares—a city which in spite of its dirt and ugliness has still a power to purify and to uplift.

Letters

P. 348. 1, (Bombay)

Shivaji National School,
MATHURA,
February 29th, 1920.

My dear father,

We have just heard the result of our Preliminary Examination, and you will be glad to know that I have passed in all the subjects. I have secured distinction in Mathematics, 60 % in English, but only 36 % in History and Geography.

I shall work very hard at these subjects between now and the Examination week, and hope that I shall do at least as well in the public examination as I have done in this.

Your last letter told me that mother was not very well; I hope she is better now and that all the rest of the family are quite well.

My best love to all of you.

Your loving son,
ACHYUT.

2.

120/2, School Road,
PANDHARPUR,
July 17th, 1912.

Dear Ram,

Your last letter, complaining of my long silence, reached me a month ago, but there has been nothing worth writing about until last week—when some excitement was caused here by the arrival of a wandering fortune-teller.

He stayed at the chawl near the temple, and nearly every one in the village visited him. At first I refused to

go, but was over-persuaded by our mutual friend, Shankar, and we went together. He spoke to Shankar first, and after a few vague remarks suddenly said—"You hurt your hand yesterday, while striking angrily at your dog. If you are not careful to control your temper you will do yourself some serious injury" Then he turned to me, and said "You came to me unwillingly, and so I have nothing to tell you."

It is curious, isn't it, that his remarks should have been so correct? Yet, even now, I still feel disinclined to visit him again or to hear anything he says to others

I think he is travelling in your direction and may visit your village; if he does, you must tell me what you think of him.

Please give my kind regards to your father and brother. When are they coming this way again?

Let me hear from you soon.

Yours very sincerely,
P. S. Srnivasan

2.

3/17, Bhatwadi Street,
Girgaum,
BOMBAY, 4.
July 5th, 1912.

Dear Sir,

Thank you for sending me my report and Leaving Certificate and for the very kind remarks you make on the former.

There is an advertisement in the "Times of India" of yesterday, for a clerk in the Accountant's office in the Akbar Cotton Mills. Will you be so kind as to send me a testimonial that I can send with my application ? You will remember that I was first in my class in the Book-keeping Examination, and obtained 70 o/o in Shorthand. Since leaving the school, I have learnt Type-writing, so you need not hesitate to recommend me on the score of ability to do the work, and you

have already told me you will give me a good character for steadiness and reliability.

Thanking you for all your kindness.

I am,

Your obedient pupil,

S. T. Dalal.

3

23, Tardeo Road,

BOMBAY.

July 6th, *1912.*

To the Editor of the "Bombay Chronicle"

Sir,

Yesterday your columns contained accounts of no less than three accidents (one of them fatal), to pedestrians in the streets of this city, due to the reckless driving of motor cars, and yet in no case is there any suggestion that the chauffeurs be fined or otherwise punished. The victims were all poor people, not able to bear the expense of a police court case, which they probably know from the records of previous cases would only end in the chauffeur being dismissed with caution, while they would have to pay the costs.

How much longer shall we have to endure this state of injustice?

Yours faithfnlly,

Eye–Witness

*(Real name enclosed as a guarantee of good faith.)

4.

Victoria Hostel,

BOMBAY,

July 6th, *1914.*

Dear Homi,

The much-dreaded examination is over at last, and after the first day it was not so bad as I expected.

*This is seldom found in Indian papers but is common in English ones, some of which will not publish correspondence without it.

The worst part was the waiting in the Hall for the first paper to be given out. We had been advised to be in our seats twenty minutes before the time fixed for the paper, and I think that was the longest twenty minutes I have ever experienced. The supervisers walked in and out, talked to one another, stared at us, consulted lists, and occasionally called out a-name, but no one ever responded. At last the papers came, the rules were read, the questions distributed, and we set to work. After the first ten minutes, I felt no more nervousness than I do in our own school, and I think I have done fairly well.

Write soon and tell me all about yourself and your people.

Your affectionate friend.
JAMSHED.

4.

Pandharpur,
July 12th, 1911.

Dear Vasu,

Now that your examination is over, I am sure you must want a change. Will you come and spend your holidays with me?

This is only a small place but I know you like scenery better than crowds of people, and so I think you will find it very interesting. There is much to see in the town itself, and many other places of interest are within easy walking distance; there are also many delightful picnic places within reach.

My father has suggested that we go to the hills about ten miles away and camp there for a week; so bring all your Scout equipment, it will be useful.

Do come, I am sure we shall have a very good time.

Yours affectionately,
PANDU.

P. 350. (15)

171, Anarkali,
Lahore, 15th January, 1916.

Dear Kashinath,

I am really very sorry to have disappointed you last evening. I know you must have sworn at me for not keeping

the appointment. But, believe me, it was due to circumstances over which I had no control. You know my mother has been keeping indifferent health of late. Yesterday afternoon she complained of pain in the chest and difficulty in breathing, and as papa was out of town I had to fetch a doctor. The doctor advised me to foment mother's chest and so, engaged in this work, I was busy the whole evening.

Now you understand why I could not come. I am sure you won't be angry with me. I shall see you next Friday at 5-15. Is that alright ?

With best wishes and kind regards.

Yours Sincerely.
CHAMANLAL.

16

D. A. V. School,
Lahore, 17th February, 1916.

My dear father,

Your letter was a great surprise to me. I find it difficult to believe that you have seriously made arrangements for my marriage. I am so young; I have not yet finished my school course; how can I think of marriage now ? You know that I want to have good education, and anything that stands in the way of my studies will be unwelcome. You have told me often that you want to see me grow into a great man. How can that be possible if I am to marry now ? If you want to give me good education, if you want to see me grow into a great man, then, my dear father, this idea of marriage must be dropped. My examination is coming off next month. As soon as it is over I shall come home and then we can discuss the whole affair. Meantime, I beg of you to drop this arrangement for the present. I am sure you would not deny me this little concession—of postponing arrangements till I come home and have a chance of discussing the matter with you.

I hope you, mother, and my sisters are all keeping well.

With affectionate regards.

I remain,
Dear father,
Your loving son.

P.351 (17)

The Mall,
Jehangirabad, 10th March 1922.

To

The Head Master,
Government High School,
Jehangirabad.

Dear Sir,

As I am suffering from sore eyes, I may not be able to attend the school for this whole week. I shall feel grateful, if you grant me leave of absence for the period.

I remain,
Dear Sir,
Your obedient pupil,
THAKARDAS,
Fourth High Class, B. Division

17

To

The Municipal Cummissioner,
Lahore Municipality,
Lahore.

Sir,

Being given to understand that there are a few vacancies for the post of clerks in your office I beg to apply for one of them.

I have passed the Matriculation Examination of the Punjab University and have two years' experience as a clerk in a private firm. I belong to the backward community and I pray that preference be given to my application.

I beg to assure you, Sir, that I shall spare no pains to make myself useful to you. Enclosed, I am submitting copies of the certificates I have received.

Hoping to be favoured with a reply.

I beg to remain,
Sir,
Your most obedient servant,
ABDUL AZIZ

38, Circular Road,
Lahore, 2nd May 1924.

18.

'Gurudas' Bungalow,
Railway Road,
Lahore, 16th December 1922.

To

Messrs. Lal Hari Singh & Sons.
The Sports Emporium,
Sialkot.

Gentlemen,

I shall be obliged if you will kindly send by V. P. P. a pair of McGregor Football Boots, size 18" and colour brown. Please consider this as urgent.

Yours faithfully,
MANOHAR LAL.

18.

D. A. V. School,
Lahore, 12th June 1922.

My dear father,

I am sure you will be glad to know that I am keeping good health and am studying hard. The teachers here are so kind and loving that we feel quite at home. They are anxious to understand our difficulties and help us. More than anthing else, the religious instruction we get here is very inspiring. I regret that I had not the good fortune of studying in this school from the first. I would verv much like our young brother to be sent here so that later on he may have no cause for regret. The kindergarten classes here are very interesting and I am sure he will like them immenselyf I need hardly tell you that I shall take good care ol him. We shall be good company to each other and we shal. be ever so happy. I hope you will make up your mind and send my brother to join this school.

Hope this will find you all in good health.

Love to you and all at home.

Your affectionate Son,
MANOHAR.

19.

Delhi Gate,
Lahore, 16th January 1924[1]

My dear Friend,

After a rather tiresome journey, I reached home late last evening. I am availing myself of my first free time since my arrival to write to you and say how grateful I am for the very pleasant holiday I had with you. Believe me when I say that I enjoyed myself thoroughly. My only regret is that the stay could not be extended. Three years, passed continuously in this place, had made me sick of city life and your invitation to spend X'mas in your village gave me the chance for a change I was longing for. I, therefore, enjoyed your hospitality much more than you imagine.

I am looking forward to the day of your promised visit to this place. We may not be able to have here the long walks or the hunting expeditions we had at your place, but there are places of amusement where we can spend some pleasant hours. Please write to me beforehand the exact date of your arrival.

I am sending by railway parcel a small packet which contains an ornamented glass pane which will fit in exactly in the window, the glass of which I broke. This glass pane would look so grand in your room, and I would like you to put it up there. I am sure you won't take it amiss.

With best wishes and kind regards.

Yours very sincerely,
JOGENDRA SINGH.

Recent University Papers.

The papers of recent years reproduced here, show the nature of work required now in each branch of English Grammar and Composition. They will be an ample testimony to the suitability of this manual to the present day requirements in the practice of English.

The Punjab M.S.L.C. Examination

ENGLISH PAPER A (1929).

Part I.

I. (*a*) *Analyse the following sentence into clauses, and show the function of each clause*:—

As Betsy Gurney sat curled up in the window-seat she made such a pretty picture as any artist would have been happy to paint. 6

(*b*) *Punctuate the following passage, giving capital letters where necessary* :—

He was able to learn in one month what generally took seven.He then returned home he wanted to start work on his own account ;but other people said you havent studied seven months we cant allow it. 4

II. *Re-write the following passage in the form of a dialogue (that is, re-write in the Direct Form)* :—

In a minute one of the men came in to get the table ready, and Ghafoor questioned him about his master. The man thanked God that Ghafoor had come, Ghafoor asked him why he thought so. The man answered very respectfully that they had been starved for the last three months. They would have a chance then of having a little broken meat. Ghafoor thought how cruel some masters are.

III. (*a*) *Complete the following sentences by filling in the blanks*:—

(*i*) He always adheres his convictions.

(*ii*) The boy, it appears, is weak understanding and wanting common sense.

(*iii*) Hari was ambitious renown.

(*iv*) I caught him the neck.

(*v*) Ram was alarmed the turn the events had taken.

(vi) I am very annoyed him; he is not sensible— his difficulties.

(b) In the following passage, articles (a, an, the) are omitted. Re-write the passage inserting them whenever necessary :—

Then came Asoka. He started his career as warrior and conqueror of Kalinga, kingdom situated between Mahanada and Godavari, both rivers in Deccan.

ENGLISH-PAPER A. 1929.

Part II

I. *Form adjectives from the following*:—

winter; friend; number; sport; man.

Form nouns from the following:—

see; dismiss; deny; speak; intend.

II. *Complete the following story as you like. Do not use more than forty lines or less than thirty.*

Once upon a time two men started on a long journeyf They had known each other for a long time. At least one o. them was quite happy to have a companion. He was a true and loyal friend; he thought of others before he thought of himself. But the other was selfish; he thought of his own safety first.

One evening, as they were passing through a jungle—10

III. *In your own words, write a summary of the following passage; use about forty words.*

In Agra city many an an old greybeard shook his head in doubt, anxiety, despair; for it was well known that Prince Akbar would not apply himself to his studies. It is true the Padishah was always a willing listener when others read to him; for tales of romance never failed to appeal to the noble-hearted youth; but he would not learn how to read and write. Instead of unravelling the mysteries of the Persian alphabet, he took delight in learning the art of pigeon-flying, a sport of which he was very fond. Nor was he interested in pigeons alone. From his earliest years he showed an extraordinary fondness for all kinds of animals; and he spent the greater

part of the day in the congenial observation of the habits of elephants, camels, horses and dogs. Thus he grew into a fearless young man, and was never so happy as when on a bounding steed he rode at breakneck speed across the open country, with the wind singing in hir ears, and every muscle and nerve in his high-strung body tingling and quivering for sheer delight. 10

IV. (*a*) *Write a letter of not less than twenty lines to your uncle, telling him—*

how you are prepared for your papers ;
what you propose to do after the examination;
what help you want him to give you if you are successful. 8

(*b*) *How would he address you, how would he sign himself, in his reply to you?* 2

V. *Write a paragraph of about thirty lines on any ONE of the following subjects :—*

A morning scene near a well, or a river-bank.
A village fair.
An Indian tailor, or *dhobi*.
Mahatma Gandhi.
A *desi* game which you have played or watched.
A village and the character, occupation, and customs of its people.
A friend whose pecuilarities have been for years a source of mirth to you.

(In choosing the subject bear this in mind, that credit is given for descriptions that are simple and *seem life-like.*) 15

Answers Paper A—Part I.

I. (*a*) She made such a pretty picture—Principal clause. As any artist......paint—Adverbial clause subordinate to the Principel clause, showing manner. As Betsey Gurney sat......sat—Adverbial clause, subordlnate to the Principal clause, showing state or condition.

(*b*) He was able to learn in one month what generally took seven. He, then, returned home. He wanted

to start work on his own account, but other people said, " You haven't studied seven months, we can't allow it."

II. In a minue, one of the men came in to get the table ready, aud Ghafoor asked, " How is my master?". "Thank God, you have come," said the man in answer. Ghafoor asked, "Why do you think so?". "Sir," said the man, "We have been starved for the last three months. Now we shall have a little chance of having a little broken meat." "How cruel some masters are!" exclaimed Ghafor.

III. (*a*) (*i*) He always adheres *to* his convictions (*ii*) the boy, it appears, is weak *of* understanding and wanting *in* commonsense. (*iii*) Hari was ambitious *of* renown. (*iv*) I caught him *by* the neck. (*v*) Ram was alarmed *at* the turn events hadtaken. (*vi*) I am very much annoyed *with* him ; he is not sensible *of* his difficulties.

(*b*) Then came Asoxa. He started his carear as *a* warrior and conqueror, he ended his life as *a* monk. His first venture resulted in *the* conquest of Kalinga, *the* kingdom situated between *the* Mahanada and *the* Godawari, both rivers in *the* Deccan.

IV (*a*) (*i*) Under these circumstances, my departure for that place was inadvisable. Even if I had gone, I would have gained nothing but disappointment.

(*ii*) These words are not in current daily use. Even for special occasions they are seldom used.

(*iii*) In our country, fruit is usually eaten after the meals. But in Europe, some people commence their morning meals with fruit.

(*iv*) When you come on the occasion of the Fete, do please bring my book. Don't fail to see the Fete.

(*v*) Did you see your maternal uncle off in the train? At what time did the train start? I hope there were not many passengers.

(*b*) The younger brother and his friends were much enraged at this meaness. But they were very hungry, and on this account, they remained silent. At last they handed over the Rupees, purchased the flour and vegetables, and saved their lives. In this way, they used to purchase food for themselves and keep themselves going, till after a month they had not even one pice left with them.

Paper B—Part I

1. Given below is the report of a conversation which some boys had with a gentleman who came to deliver a lecture at their school. Re-write this actually as it happened, that is to say, put it in the Direct Form of Narration.

He told us that the way to success lay through hard work. His own life had been one long struggle against pever: But at no time had he known real want. Work, work work, till you are too tired to work, had been his motto all his life. When some of us asked him how he kept his health in that wonderful way, he replied that work is exercise in itself. But we asked him if overwork had not produced any ill-effects on his mind. His answer accompanied by a smile was emphatically in the negative.

2.—*Analyse the following sentence into clauses showing the function of each clause:—*

A watch hung over the mantle-shelf; its low ticking was the only sound that broke the profound quiet, but it was a solemn one, for well they knew that it was beating the knell of a spirit soon to depart.

3.—*Complete the following sentences as you like:—*

(A)

(*a*) Though our carriage is slow......

(*b*) I have known him since......

(B)

What is a Nominative Absolute Construction? Correct the following sentences in which the Nominative Absolute Construction has been wrongly used:—

(*a*) Hearing that there was a vacancy, an application was sent by me.

(*b*) Joining the post immediately, they paid him no salary at first.

(*c*) Fearing that there was a thief in the house, the door was locked at once.

PART II.

1. *Complete the following story in about thirty lines of six words each:—*

Once upon a time a rich merchant died leaving his young daughter to the care of the king of his country. She grew up to be brave, beautiful and honest. On a suspicion of her having informed his enemies against him, the king sent her into exile. She put on a man's clothes and...........

Or

Write a story from the following outlines :—

(*a*) A rich man's son comes back from a famous University with more folly than learning.

(*b*) Parents at supper : two fowls. "I can prove those to be three" says the boy. How ?

(*c*) This is one, this is two; and two and one make three !

(*d*) Father takes the first fowl, mother takes the second, the invisible third goes to the son.

(*e*) Son's reflections : the moral ?

2. *Write three or more paragraphs on any one of the following subjects; you are not expected to write more than two hundred words :—*

(1) A tumtum-wallah, or a lorry driver.

(2) The joys of gardening.

(3) It is not always wise to look before you leap.

(4) An imaginary dialogue between a kite and sparrow.

(5) A street quarrel.

(6) A raw villager's first visit to big city.

3. *Write a short simple summary of the following extract Do not use the words of the original. Give only those points which you think are necessary :—*

Not only does a library contain "infinite riches in a little room," but we may sit at home and yet be in all quarters of the earth. We may travel round the world with Captain Cook, a Dawin, with Kingsley or Ruskin who will show us much more perhaps than we should see for overselves. The world itself has no limits for us; time has no more bounds than space; history stretches out behind us, and geology will carry us to millions of years before the creation of man, even to the origin of the material universe itself.

4. *Complete the following sentences :—*

(*a*) I...........highly obliged. If you.........kindly let me know how the letter.........addressed.

(*b*) If you......worked hard, you.........not have failed so badly.

(*c*) He was sentenced.........a term of imprisoment for committing a crime, the very mention of which makes one's......stand......end.

(*d*) The meeting came.........yesterday at five o'clock·

(*e*) He threw cold water.........the whole scheme.

English Paper (B.) 1930.

Part I.

Q. I. Express carefully in your own words the full meaning of each of the following questions :—

(*a*) "Occasion cannot make spurs, young men. If you expect to wear spurs, you must win them. If you wish to use them, you must buckle them to your heals before you go into the fight. Any success you may achieve is not worthy having unless you fight for it."

(*b*) "I'd rather a boy of mine should have a single ounce of pluck than a whole pound of luck. Luck is like an old United States bank bill, of very uncertain value; but pluck is good always."

(*c*) "It was easy to discover the aspirations of a noble spirit in the boy. He was beginning to feel cramped and confined on the little farm. His soul was outgrowing its sphere of childhood and was waiting to plume its wings for higher flights. The young eagle was getting ready to leave the nest and soar."

(*d*) "The locality seemed to conspire with his previous reading to fan into a flame his desire for a seafaring life."

II. *Convert the following from Indirect to Direct:—*

A king, who had paid a large sum in advance to strangers for the purchase of some horses, told his minister to prepare a list of all the fools in the kingdom. The minister told him that he had done so already, and had placed the king's name at the top of the list. The king, being angry, asked him why he had done so. To which the minister replied that the fact of His Majesty's having given so much money to strangers without knowing where they lived, and of his having paid for horses before he had seen them, was a clear proof of folly. The king then asked him what he would do if the strangers brought the horses that he had paid for. The minister answered that he would, in that case, strike His Majesty's name off the top of the list of fools and put the strangers' names there in its place. 9

III. *Analyse the following two sentences into clauses, indicating the function of each clause:—*

(*a*) While he was speaking, I perceived that the audience, who had at first strongly opposed him, were gradually coming round to his opinion.

(*b*) To work when others are idle will enable you to idle when others are at work. 9

V. (*a*) *Form verbs from the following nouns and adjectives:—*

(1) Nouns: *thief, friend, bath, blood.*

(2) Adjectives: *sweet, bitter, full, pure.*

(*b*) *Correct the following sentences :—* 4

(1) How charming are the sceneries of Kashmere!

(2) The hen has lain ten eggs.

(3) He has arrived at 5 o'clock yesterday. 3

Part II.

V. Write a letter to your youngest sister describing briefly how you enjoyed your trip to the hills last summer. 15

Or

Write a letter to your elder brother describing briefly the kind of life you have led at school and the sort of people you have come in contact with while there.

NOTE—The letter need not exceed two pages in length.

VI. *Write three paragraphs on ANY ONE of the following subjects; you are not expected to write more than two hundred and fifty words :—*

(1) A popular schoolmaster.

(2) A wind storm.

(3) An Indian fair.

(4) Silence is sometimes better than speech.

(5) A cricket tournament.

(6) An Indian juggler. 25

NOTE.—Much importance will be attached to correctness of language. Marks will be deducted for bad spelling.

VII. *Construct sentences showing that you understand clearly the difference in meaning between the following pairs of words:—*

practice, pratise;
fair, fare;
weak, week;
council, counsel;
lose, loose;
born, borne;

VIII. *Insert appropriate prepositions in the spaces left blank:—*

(1) Who will agree——your mad proposal?

(2) He divided the fruit——the three children.

(3) ——the jewels, he had eighty dollars in money.
(4) Sham was openly accused——theft.
(5) He fell——the roof.
(6) The leopard differs——the lion.
(7) He asked every one to tea——her.
(8) I am staying——the Big Tree Inn.

ENGLISH PAPER (B) 1931.

Part I.

I. *Choose any EIGHT of the following phrases, and use each one of them in a sentence of your own :—*

To have one's eye on	False pride
Try one's hand at	To be taken with
If the worst comes to the worst	In a tight place
To bring one's influence to bear on	Under full headway
Aspire to	To make one's blood boil
Out at the knees	Lure away

12

II. " And then the lover,
Sighing like furnace, with a woeful ballad,
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the Justice;
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part."

After reading the above, write in your own words what the poet says about (a) the lover, (b) a soldier, and (c) the Justice. 10

3 (*a*) "Joe is a less boy than many of his companions (some of whom are fifteeners and sixteeners) and poorer than all, as may be conjectured from the lamentable state of that patched, round frock, and the ragged condition of those unpatched shoes, which would encumber, if anything would, the

light feet that wear them. But why should I lament the poverty that never troubles him? Joe is the merriest and happiest creature that ever lived twelve years in this wicked world. Care cannot come near him. He hath a perpetual smile on his round ruddy face, and a laugh in his hazel eye that drives the witch away. He works at yonder farm at the top of the hill, where he is in such repute for intelligence and good humour; that he has the honour of performing all the errands of the house, or helping the maid, the mistress, and the master, in addition to his own stated office of carter's boy. There he works hard from five to seven, and then he comes here to work still harder under the name of play–batting, bowling, and fielding, as if for life, filling the place of four boys, being, at a pinch, a whole eleven."

After reading the above, answer the following questions IN YOUR OWN WORDS:—

(i) Why is Joe thought to be very poor ?

(ii) Why is Joe called the merriest and happiest creature ?

(iii) Describe the different kinds of work that Joe does.

(*b*) "Devadatta, still determined to carry out his wicked purpose, now devised a new plot to bring about Gotama's death. In the King's stables was a very savage elephant; so many people had been attacked and injured by the ferocious beast that at last a petition was sent to the King to beg that a warning bell might be rung whenever the elephant was going to be led out into the streets. This was agreed to, and when the people heard the bell they ran for refuge to the nearest shelter. One day Devadatta, knowing that the Buddha had been invited to the house of a merchant in Rajagaha, went to the elephant-keeper, and promised him a necklace worth a hundred thousand pieces of money if he would let the elephant loose when the Buddha was near. Devadatta, pretending that he had the King's authority for this wicked plot, persuaded the elephant-keeper to carry out his scheme. The Buddha, though he had been warned of his danger, went fearlessly into the city, and was walking up the street, accompanied by many of his disciples,

when the warning bell was rung and the elephant let loose. He charged in headlong fury at the crowd of people, and all the disciples fled, terrified, except Ananda, who remained close to his Master. But Gotama spoke soothing words to the savage beast, who stood still at the sound of his voice, and, becoming completely tamed, followed the Buddha like a dog to the house where he was going. We hear of other instances in which the goodness and holiness of Buddha gave him power to subdue even the wild beasts.

(i) *Give a suitable heading to the above passage.*

(ii) *Relate the incident described above in YOUR OWN WORDS.*

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